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ABSTRACT

One of two volumes of the report of a seminar attended by 232 vocational-technical leaders from 37 states and the District of Columbia, this document covers the general sessions and the sub-seminar on teaching disadvantaged youth. General session presentations on teacher education by Martin W. Essex, Virgil S. Lagomarcino, and William G. Loomis are included. Sub-seminar presentations included are: (1) "Social Dynamics of the Ghetto" by Kenneth B. Clark, (2) "Understanding Youth from the Ghetto--A Systems Approach to Training and Development" by Don K. Harrison, (3) "What Makes an Effective Vocational Education Teacher in an Inner-City School--A Teacher's Point of View" by Augusta S. Hatton, (4) "What Makes an Effective Vocational Education Teacher in an Inner City School--A Supervisor's Point of View" by Benjamin Whitten, and (5) "Teacher Preparation for Inner-City Schools" by Sam P. Wiggins. A report of conference proceedings concerning micro-teaching and video recording is available as VT 010 228. (JK)

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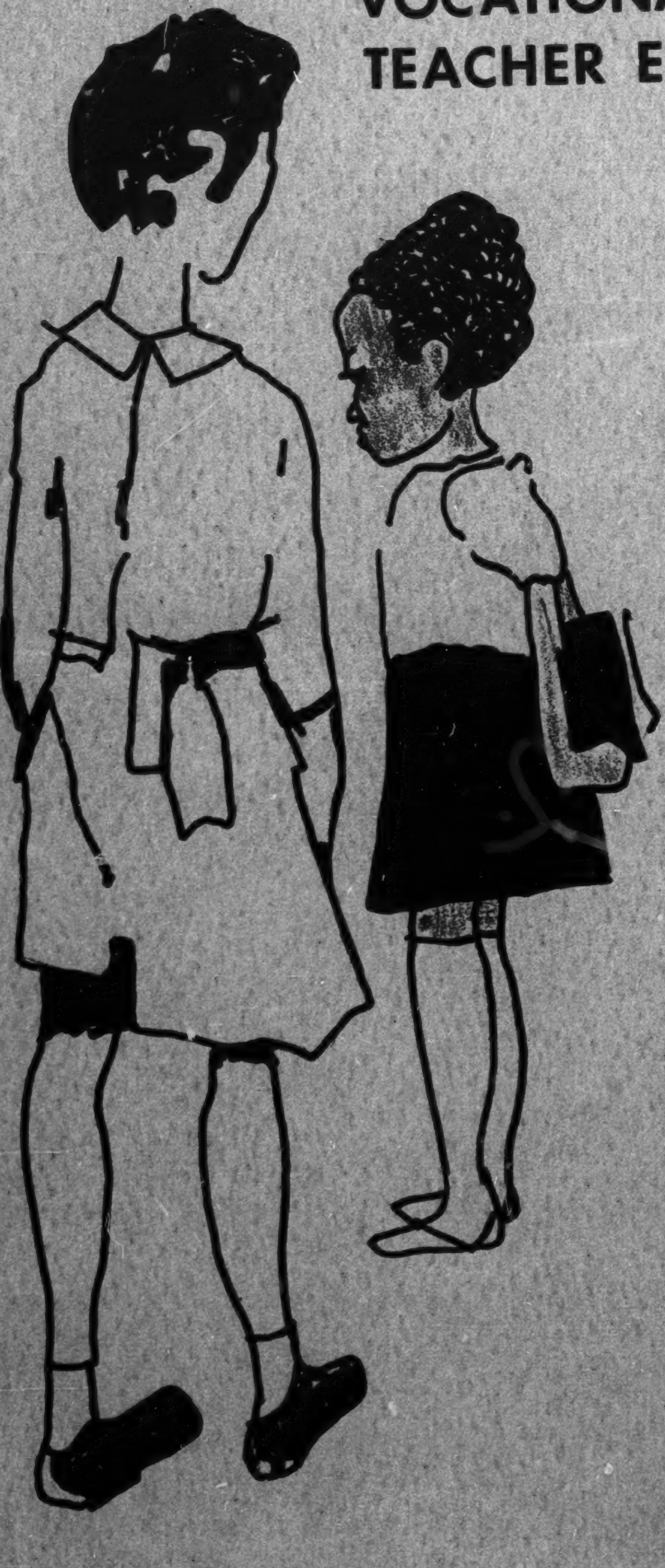
THIRD ANNUAL NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR

proceedings

Teaching Disadvantaged Youth



THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
1900 Kenny Rd., Columbus, Ohio, 43210

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The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;
6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Resources Information Center located in the U. S. Office of Education.

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FINAL REPORT
ON A PROJECT CONDUCTED UNDER
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THIRD ANNUAL NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR PROCEEDINGS

TEACHING DISADVANTAGED YOUTH

OCTOBER 20 THROUGH 23, 1969 MIAMI BEACH, FLORIDA

EDITED BY

EDWARD T. FERGUSON

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PREFACE

Two hundred-thirty two leaders in vocational-technical education from 37 states and the District of Columbia registered for the Third Annual National Vocational-Technical Teacher Education Seminar. The purpose of the Seminar, conducted in Miami Beach from October 20-23, 1969, was to focus the attention of vocational education leadership on two problems considered to be critical to the future development and improvement of vocational-technical teacher education. The problem areas of 1) micro-teaching and video recording and 2) teaching disadvantaged youth were identified by leaders in the field and participants at the Second Annual Teacher Education Seminar sponsored by The Center in October, 1968.

It was the intent of the Seminar planning committee and The Center for Vocational and Technical Education to have the Seminar serve as a vehicle to disseminate information on the 10 studies of The Center's research project in the area of micro-teaching and video recording and as a mechanism through which supervisors, teacher educators and teachers could concentrate their efforts to bear most effectively upon problems relating to the preparation of personnel to teach disadvantaged youth.

The report of the Seminar this year is in two volumes. One volume consists of a compilation of the three presentations given during the general sessions and the presentations related specifically to teaching disadvantaged youth. Another volume consists of those presentations at the general sessions and the presentations given during the sessions on micro-teaching and video recording.

Recognition is due to the co-chairman of the Seminar: James W. Hensel, Professor and Chairman, Department of Vocational, Technical and Adult Education, University of Florida, Edward T. Ferguson, Jr., Specialist in Distributive Education at The Center for Vocational and Technical Education, and Calvin J. Cotrell, Specialist in Trade and Industrial Education at The Center, and Garry R. Bice, Research Associate who served as seminar coordinator; to other members of The Center staff; to members of the Ohio State University College of Education for their valuable assistance; and to others who made presentations and served as discussion leaders.

Acknowledgement is also given the Seminar planning committee whose members are recognized elsewhere in this report.

Robert E. Taylor
Director
The Center for Vocational
and Technical Education

INTRODUCTION

With consistent regularity over the past decade vocational teacher educators have asked, "What preparation is best for my students who teach disadvantaged youth?" As each struggles to come to grips with the question, the realization of no easy solution or quick answers becomes only too evident. The problems relating to the question are complex and cannot be solved by merely providing teachers with a neat "bag of tricks."

Recognizing a need expressed by vocational teacher educators and the complexity of the problem under consideration, The Center for Vocational and Technical Education for two consecutive years devoted a major portion of its National Teacher Education Seminar to the challenge of seeking solutions for the better preparation of those who teach disadvantaged youth.

This year's seminar was organized under the premise that the concentrated discussion of several informative papers could yield the participants considerable insight which would aid them in coming to grips with their concerns relative to the preparation of teachers for the disadvantaged. Six outstanding discussion leaders were chosen several months prior to the seminar. Each familiar with the content of the seminar papers--each familiar with the myriad of problems and concerns associated with the preparation of teachers for the disadvantaged, their function was to promote discussion within their group and to aid individual group members in their quest for the better preparation of teachers.

The following collection of scholarly papers of the seminar are presented as evidence of The Center's concern in finding solutions to one of education's most crucial dilemmas.

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GENERAL SESSION

PAPERS

TEACHER EDUCATION IN A POST-INDUSTRIAL ERA

*MARTIN W. ESSEX**

I should remind you that I am a general practitioner, and hence, cannot qualify either as a theoretician or as an established scholar in the field of teacher education. In this respect, I am undoubtedly pushing the "Peter Principle" to its limit.

In the current climate, there is a heightening concern for a redesign of the traditional approaches to the preparation of teachers in all disciplines, including vocational education. Perimeters are pushed outward by the sweeping changes in our economy.

If you were asked to identify the most far-reaching development in your lifetime, in what direction would you go? Many would point to the nearly incomprehensible advancements in the electronics of communication. Through man-developed satellites, such as Telestar, words and pictures can be transmitted instantaneously throughout the world. Our "one giant leap for mankind" was dependent upon the capacity to communicate clearly over the 240,000 miles for the Moon landing. As you know, it came through, both picture and sound, in flawless manner. More recent developments in the sophistication of computers are equally phenomenal. The countdown and control element of the computer was another essential in the exploration of outer space. The combination of the communication advancement and the computer into "systems" may well be the most astounding and advanced scientific design of our time, and, of course, in the history of the human race.

It is needless to say to this erudite audience, that vocational education was an essential element in this startling state of progress. A decade ago, when the USSR lofted the first satellite into earth orbit, I was disturbed to note many of my fellow Americans castigating American education in a most venomous way. They blamed everyone, including the third grader, who they accused of not studying hard enough. Unfortunately, when our spectacular success of recent months was attained, little, if any, credit was given to the essential factor of education. The IBM Corporation, for which I have great respect, chose to purchase a full page advertisement in the "New York Times" to state that they were proud to be associated with the other 20,000 companies that made this achievement possible; no mention was made of education.

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*Dr. Essex is Superintendent of Public Instruction, State of Ohio, Columbus, Ohio.

Perhaps the reason that little attention was given to education was the growing Welfare syndrome. To illustrate the dimensions of this American malignancy, I note, with great concern, that the Ohio Legislature, during its recent session, appropriated $900 million for welfare payments--nearly a stand-off with the appropriations for elementary and secondary education. The most discouraging aspect, however, was the fact that the additional costs for the current biennium were in the order of $250 million, and that sum is for increased recipients--not higher rates of payment. Regrettably, this growth comes at a time of unprecedented affluence in our nation.

Why do I refer to our Systems development and our Welfare syndrome in addressing vocational education teacher educators? In my opinion, each of these developments presents colossal challenges to the design of the teacher education programs for vocational technical education. One certainly accentuates the need for skilled craftsmen; the other demands vocational teachers who will associate with a new design to blunt and reverse the conditions causing this human degradation.

In the American vernacular, we use the phrase--"It's a new ball game." Such was the atmosphere after the 1967 study of vocational education in this country was concluded. There was a sense of urgency and expectancy as we viewed the elements associated with the start of the second 50 years of vocational education in the USA. Apparently the Congress, in its near unanimity of enactment of the 1968 amendments, was caught in the same spirit of redesign. The study of the national scene had brought salient elements into focus.

- Forty percent of our youth, as a minimum number, should be prepared for an occupational pursuit when they leave the secondary school.

- A wider spectrum of occupations should be included in vocational education.

- The new urgency was not restricted to serving the economy or the job market as had been our historic posture in vocational education, but rather, the continuing crisis was to bring the Welfare syndrome to manageable dimensions.

- No longer could the nation's schools wait until the eleventh and twelfth grades or post-high school, to develop a work-readiness; an earlier start became imperative.

- Equally apparent was the fact that narrow approaches to vocational preparation must be replaced with a multi-outlook, and, perhaps, above all other elements in the design, vocational education must be a part of the general or regular school operations to avoid the European class separateness and to eliminate another great hurdle in the way of the acceptance of vocational education.

One would be naive, indeed, to overlook the salient character of teacher preparation and certification as a central force in the far-reaching decisions now before us.

On the threshold are compelling reasons for a vast redesign of American education, and it must be as sweeping as the three great movements of the past--Horace Mann's famous concept for a grammar school for all--the Kalamazoo Decision, legalizing the American high school--and the G. I. Bill, which opened higher education to great masses. The vehicle to lead a fourth revolution in American education could well be the acceptance of vocational preparation as an integral part of the total school program from kindergarten through graduate education.

It is our function in this conference to get on with the many aspects of a truly meaningful design of teacher education for vocational preparation of our fellow Americans. As a general practitioner, I welcome the privilege of humbly placing some proposals into the mix for your expert thinking.

There is reason for encouragement in the vocational education teacher area. The 1968 amendments give attention to the development of vocational education personnel. Special consideration can be directed toward training teachers in new occupations; federal grants may be used for the exchange of vocational teachers with technicians and supervisors in industry; in-service programs or institutes are encouraged.

For the first time, there appears to be recognition of the importance of vocational teacher education in a broad perspective. Hence, there are compelling reasons to support the funding for this and other portions of the Act.

The most nagging confrontation the Advisory Council had during the entire 1966-67 study was to associate vocational education with the regular school operations. The opinion among vocational educators that inadequate support from general educators and other aspirations has led to a continued movement for separateness. The basic philosophy that undergirds teacher preparation will be a central force in uniting the profession. The final decision could alter the basic structure of American education far beyond our present thinking. It could affect our entire culture and our unity as a people. Hence, I appear for your most scholarly and comprehensive judgment as you prepare for an expanded teacher education program in vocational and technical education.

The second "do or die" issue that confronts vocational teacher education is a national urgency to come to grips with the Welfare cycle. The teacher's self-image will be a salient element in dealing effectively with this third generation issue.

As one visits vocational schools, he soon learns of the pride in high admission standards. The Council's study confirmed that the '63 Act was not reaching the unemployable prone youngster in either the ghetto or elsewhere.

We have reached what appears to be an insurmountable barrier in providing the amount of suitable education for the twenty percent of our fellow citizens who cannot pursue the high school program successfully and, no doubt, many others who do receive the diploma but who are not prepared for employment. When the Congress took its action on the 1968 law, it was thinking of a new kind of education which would blunt and reverse the welfare cycle and would bring dignity to millions of persons who have been rendered useless by our advancing technology. I urge teacher educators to prepare persons who can be philosophically equipped with a missionary zeal.

Stated simply, will vocational education become acceptable and effective in the ghettos and the rural poverty pockets? Can vocational education be made as effective and acceptable for the ghetto kid as it was for the farm boy?

A third element that looms larger and larger in teacher education is the urgency to develop a teacher-administrator who can function in a vast expansion of cooperative education. School and work experiences properly coordinated have proven to be very successful. New legislation encourages the cooperative approach. It will require, however, a new kind of administrator and understanding on the part of industry and business to make it function effectively. Likewise, to accept the learner who does best by repeated experiences rather that the abstract approach which requires a transfer of learning.

Recent conversations with Sidney Marland, Jr., who heads the Institute of Educational Development, gives evidence that there is a growing awareness of the potential and the need for improved liaison between business-industry and the cooperative school programs. The preparation of manpower for such functions would appear to be an integral part of a teacher preparation design.

Five years ago, I led a return study to the USSR with the primary objective of making an analysis of their work experience program. You may recall that in the late 50's the USSR officials launched a work experience and school associated project of huge dimensions. As originally conceived, it provided for pupils in grades nine, 10, and 11 to spend two days of the six-day week in employment. The initial approach provided for one day of employment each week and expanded their 10-year school to an 11-year school. Unfortunately for the Soviet Union, Chairman Kruschev, and the others who designed it, made the primary objective one of teaching respect for labor rather than a vocational or occupational preparation. Hence, as we viewed the operation in 1964, it was apparent that moving youngsters in and out of places of employment one day a week was disruptive to industry and unpopular with parents. Perhaps the lack of acceptance was due to the fact that the assignments were not vocational preparation oriented. Anyway, the practice was abandoned. Whereas, I hold firmly to the concept that we need to teach an improved understanding of the economy and respect for work, the Russian experiences confirm that we should move toward work related vocational preparation because it can accomplish both objectives.

A fourth area of concern relates to the need for a new kind of teacher-administrator in the residential vocational school. We have had a rough go with the Job Corps. Persons who are knowledgeable in vocational education and who are prepared for the residential managerial responsibilities will be needed. For many reasons, we will have disoriented youngsters who will need the residential school experience.

Fifth, I am more and more of the opinion that we need to prepare persons who are basically knowledgeable in the vocational area but who can be sufficiently flexible to function effectively as new occupations emerge. This assumption includes the cluster concept. The broadly prepared individual can come from a program which provides basic course and experience patterns.

Here is a tremendous challenge to all areas of teacher education. The elements of knowledge about the learning process, the organization of learning materials, the management of students, and a host of related elements that make a professional person, should constitute a core of the preparation program for all. Specialization in certain occupational areas is an essential and this aspect of learning should be tied in with summer employment and part-time employment. In some instances, it should follow the Antioch College approach. Here also is where we come to grips with the acceptance and design of differentiated teaching services. How can we have the best of two worlds?

I should like to direct the remainder of my remarks to a design which I have been projecting over the last three years and which I believe offers the breakthrough to making teaching a profession and to equate it with the conditions of the last third of this amazing century.

First, let us dispel a delusion that has existed in our country for at least a century. It is the falacious assumption that the master teacher is obtainable for every classroom.

This is a myth that simply isn't attainable in a post-industrial society where highly talented persons are in demand for the many professional and managerial responsibilities required by an advanced economy.

People of exceptional ability come in limited quantities--they're not put up in mass production packaging. The concept of a master teacher implies apprentices and aides as well. Our thinking should move toward a unit concept.

Permit me to explore briefly with you some of the dimensions.

Let us use the professional teacher as a base. The professional in our emerging system must be regarded as the career teacher. For our time, this means the master's degree, with graduate work concentrated in the disciplines taught. He earns and exercises the privilege and responsibility of supervising the work of student teachers or interns.

He ranks in preparation, experience and salary above the bachelor-degree provisional teacher. He is qualified to guide the beginning bachelor degree, journeyman, student or intern teacher. He may be assisted by apprentices or technical and clerical aides. Thus, we have a unit potential for a number of pupils which could include the professional teacher, journeyman, provisional teacher, beginner, intern or student teacher, and aides. There is, however, a competency needed that goes beyond the levels implied by these concepts and one which is demanded by the complexities of our new frontier.

I choose to label this level the executive teacher. Otherwise, we have team teaching that is leaderless. Recognizing the facts of life regarding the distribution of abilities within a population, we must conceive means for sharing the exceptional abilities of superior teachers with more children and to hold within the teaching service our most talented persons. We must halt the drain of talented teachers who may become only average administrators.

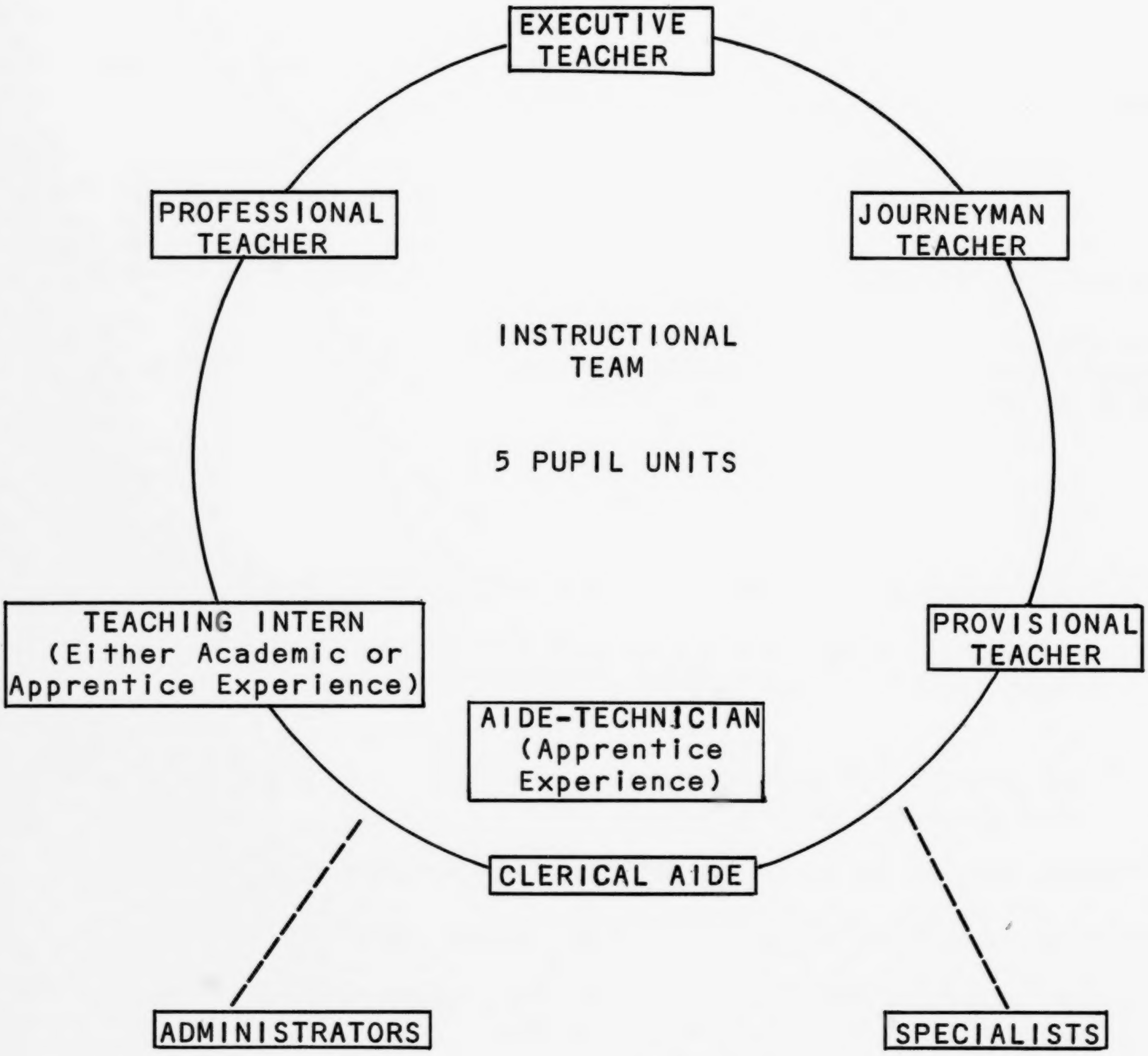
The quality which distinguishes the executive teacher from the professional is that the former can work effectively with adults as well as children. This is a competency for which few teachers have been prepared. This became evident in our inner cities with the burst of pre-school and compensatory services the past few years.

Thus, the preparation programs by which we may prepare journeymen, aides and interns for future teaching will also need to encompass the retraining of teachers to utilize assistants.

Manager of the total instructional team, however, would be the executive teacher. In addition to teaching, the major components of his role would be:

- To organize and direct the total team effort
- To assume responsibility for long-range planning of instructional units and curriculum goals
- To direct or measure the dimensions of individual needs of pupils through an understanding of testing, diagnostic and guidance processes
- To direct or prepare visual and lecture materials
- To direct or schedule and organize equipment
- To consult with parents and deal with home problems associated with school progress
- To plan and schedule special services including health, speech therapy and psychological services
- To associate with research, both as a participant and a consumer of research findings from elsewhere.

Now, where does the executive teacher fit in the structure of a team or unit deployment of manpower? At the top, in a position roughly comparable to that traditionally occupied by the elementary principal in terms of pay and prestige. Here is how the instructional team might be organized.


EXECUTIVE TEACHER
PROFESSIONAL TEACHER
JOURNEYMAN TEACHER
INSTRUCTIONAL TEAM
5 PUPIL UNITS
TEACHING INTERN (Either Academic or Apprentice Experience)
PROVISIONAL TEACHER
AIDE-TECHNICIAN (Apprentice Experience)
CLERICAL AIDE
ADMINISTRATORS
SPECIALISTS

In terms of preparation, the team would be composed of--

Executive Teacher	M.A. plus
Professional Teacher	M.A.
Journeyman Teacher	B.A. or Journeyman Experience
Provisional Teacher	B.A. or Journeyman Experience
Teaching Intern	(Student Teacher (Retraining Teacher (M.A.T. Program
Aide Technician	Minimum H.S. or Apprentice Experience
Clerical Aide	Minimum H.S. or Apprentice Experience

Within such a team, there is room not only for the advanced and experienced teacher, but also the aspiring and beginning one. The clerical aide or apprentice might or might not have potential for future teaching, depending upon the concept of skill and service associated with the position. The apprentice or aide-technical role, however, could be conceived as a nonprofessional job for housewives, college students and others on a part-time or full-time basis who aspire to become teachers. Their experience in setting up equipment; laying out the day's tests, tools and reference books according to plan; inventorying materials; setting up projects and demonstration of tools; assisting pupils with cooperative work schedules; would be invaluable parallel preparation to their collegiate courses.

The teaching intern with either academic or apprentice experience, if paid a salary as a supplement, could extend his supervised initial classroom experiences to a year or more full-time, rather than the part-time teaching that predominates present preparation patterns. Depending upon the plan of preparation to fit the needs of the school and the objectives of the colleges, the internship might be part of the student teaching experience or the initial year of the B. A. degree teacher's service. There is no insurmountable barrier to such a program in vocational teacher education. Varied approaches should be tried as a means of attracting persons of ability in volume.

Both the technical-aide and journeyman positions, however, offer means of attracting, identifying and holding promising prospects for future teaching careers. The clerical aide--concentrating on child accounting, test scoring, fund collection and the like, might also be a similar source for future teachers if selection criteria were suitable.

The provisional teacher or journeyman represents the basically prepared and qualified person in roles of lesser responsibility--working with small groups, conducting teaching routines and supervising ordinary classroom functions. His commitment to continued service, willingness to accept professional responsibilities, and progress in graduate study would determine his advancement to professional status.

The position of executive teacher would await those exceptional and dedicated scholars and practitioners whose drive and desire mark them for leadership, whose dedication and enthusiam invite additional responsibility, and whose personal qualities and reputation earn them distinction in the school community. He is paid at a rate significantly higher in accordance with his additional duties and responsibilities. In terms of ratios, the pay scale might look like this:

Executive Teacher	1.25
Professional Teacher	1.00
Journeyman Teacher	.85
Provisional Teacher	.85
Intern	.40
Aide-Technician	.35
Clerical Aide	.30
Total for 5 Pupil Units	5.00

Thus, this is no pie-in-the-sky plan--no dream of grandeur. Using the professional, or master's degree teacher, as the base of the system, the total equivalency after adding the aide-technician and clerical aide remains at five teachers equivalents for five groups of pupils. If the base were, at say, $12,000--an executive teacher could expect to earn $15,000. An intern could begin at $4,800--equivalent to many college fellowships. Thus, the instructional team, while providing more prestige and greater resources for the teacher also gives the taxpayer the services he wants without additional cost.

Now, let us summarize the advantages of an instructional team headed by an executive teacher.

- It permits a graduated pay scale for varied responsibilities and status that have characterized professions other than teaching.
- It brings to teachers the personal recognition and rewards of advancement through achievement.
- It brings added dignity and prestige to the teaching profession, hopefully a new level which it has not attained in the past in our society.
- It augments the manpower supply by bringing more persons to the realm of the classroom and gives them sound experience as a basis for making a career choice in education.
- It encourages the able to remain in teaching rather than to use it as a stepping stone to other professions.
- It brings to every group of children the talents of superior teachers, rather than treating them to a succession of beginners.
- It recognizes the facts of the distribution of human abilities and capitalizes on the best that each person can contribute.

- It provides for lesser and greater positions of responsibility on the teaching team without detracting from the traditional concept or pay of the professional teacher.

A corollary to a sound plan of teaching service requires a radical departure for the in-service program of vocational teachers. I am of the opinion that in-service education must be institutionalized. Either the State Department of Education or the universities must develop full-time divisions which devote themselves exclusively to a year-round development of the instructional materials for in-service learning. These materials should be gradated to serve the beginning teacher and the experienced teacher. Likewise, they must be redesigned annually to keep abreast of new knowledge of the pedagogical process and new techniques that are developing in the area of employment. The staff should rely heavily on both the academician and the practitioner for its component personnel. Hence, it will be necessary for the professor to take some turns around the track in the operational areas of his field of speciality.

The Micro approach should be a great asset to the design of a complete in-service program in each area, in much the same way as it can function in the pre-service period. The vocational teacher educator should lead the way in using all the available gadgetry, both manual and electronic. He has advanced knowledge and skills in the field of hardware.

There is evidence to indicate that private publishers cannot profitably produce instructional materials in the varied phases of vocational education to keep pace with the rapid changes in practice and technology. Here is where the Research and Development Centers or Regional Laboratories, or some facsimile thereof, could be associated with the Office of Education or with the State Education Agency for development of instructional materials. In addition, the institution that is concerned with in-service education should also assume a role in the development of texts and teacher guides for use in the classroom.

One sees some elements of the potential for the development on instructional materials in the Soviet Union where the Academy of Pedagogical Sciences has some 2,000 scholars and technicians engaged in the exploration of new pedagogy and the development of instructional materials. We, in this country, in order to preserve our cherished varied approach to education, and to avoid the stultifying fossilization that could result from single control, should fund selected R and D centers and laboratories for this purpose.

Where does this relate to teacher education? It relates all the way up and down the line in the preparation of the practitioner but more intimately in the graduate programs.

Presently, in Ohio, we are planning a state-sponsored mammoth transportation research center. Certainly, the professor of teacher education in the vocational field should have a close liaison with similar research facilities that are financed by the private sector, also. A close liaison with the trade associations, whether they be in restaurant, motel-hotel, hospital, machine tool, airline, or what have you, should be sought and encouraged.

Continuing commissions should be adequately financed to function with full-time staff assistance as adjuncts to our R and D centers for both pre-service and in-service preparation of teaching personnel. They should have full autonomy to generate status studies and to project trends.

I urge you to think big and to think positively. The destiny of the most advanced nation in the history of man needs new direction. We can reverse the American malignancy of unemployability and public welfare which is tearing us asunder; it can be done with a suitable form of education.

May we think, as Horace Mann did, when he conceived a grammar school opportunity for every man's child, as the route to the American Dream, or shall we think as the Supreme Court did in the 1870's, in that Kalamazoo Decision, when it said that the public high school was within the framework of our Constitution, or, as the Congress did, when it enacted the G. I. Bill, enabling great numbers to have the opportunity for higher education?

All of these thrust the American economy past the rest of the world and enabled us to develop the highest level of culture that man has known.

The fourth great opportunity is within our grasp; it brings an equally compelling urgency to keep the American Dream a shining symbol of hope for all.

THE PREPARATION OF TEACHERS: SOME CONCERNS AND CHALLENGES

*VIRGIL S. LAGOMARCINO**

An ancient historian once noted that "all is change and all is flux, and an ever-flowing river and no man can bathe twice in the same running water." Without laboring the point or attempting to show its validity either in our historic past or, at this point in time, let me simply acknowledge it. In the process of this rather patent acceptance, a small addition would seem to be pertinent, namely that the rate of this change has accelerated and we are, indeed, proceeding at a geometric ratio rather than an arithmetic rate.

Our problems in a complex-interrelated society become compounded because this rate of change is not constant among the parts and creates imbalance, sometimes of great magnitude, among the segments. Sometimes these imbalances occur within the segments as well. Let me be precise. If we consider education in its totality, we know it is currently out of balance--both with the rest of society as well as within itself. Let me quickly point out that this is more often the case than not, and furthermore, it can be emminently desirable and necessary for continued growth and development.

When the educational establishment or any of its parts lags behind and appears outmoded, archaic, and decaying, we are impelled to do something about it, to change it, to improve it, indeed to revitalize it and make it work more effectively for society. When the growing edges of education are seemingly ahead of the rest of the establishment and ahead of society as well, there is a struggle of varying intensities to catch up.

During the former period when education lags, we are provided with the incentive to close the gap between where we are and where we "need to be." The accompaniment to this melody sometimes takes different forms, it is often loud and even at times obscures the central theme. Nonetheless, we generate action and often even improvement.

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In the cycle when the growing edges of education, theory, and development seem to be a bit ahead of practice, we often tend to be derisive about theory and theorists. Or, if we fear we are approaching being outmoded, or remember the last time we were accused of being archaic, we sometimes rush to adopt it (the new technique, or organization, or structure, or whatever) simply because it's different.

What really makes our problem even more complex is that we don't always know what period we are in. We have found that sometimes it is easier to analyze the past than it is to understand the present.

If we attempt to evaluate, we don't really know if we have control on all the variables; or if we tend to act before we evaluate, we may act hastily; or if all we do is evaluate, we may never really institute change. We may indeed be guilty of what someone has called "a paralysis of analysis."

Nonetheless, when we strip aside philosophical considerations certain issues still confront us because we are cognizant of particular problems and realities. We are motivated as professionals to continue to want improvement and we are acutely aware of certain needs. We know, too, that practitioners along the "cutting edge" are discussing ideas, instituting new practices, etc. that have been successful for them and may very well have promise for us.

In your deliberations, you will be involved in both--that is to say--you have recognized a very real area of concern (the disadvantaged learner) and you have identified a method (micro-teaching) for accomplishing a part of the teaching act more effectively.

Let me say as we begin that the thrust of this presentation is designed to focus on the professional preparation of teachers with an accompanying examination of some of the educational trends that are developing on the national scene. My remarks are also intended to serve as introduction to both of the major seminar topics which in themselves, are a part of an examination of the most effective means for providing professional background and training for individuals who want to teach in vocational or technical education.

So far I have attempted to outline rather hastily certain of the elements pertaining to education in a complex and interrelated society. Obviously, there is much more that needs to be said and could be said to sketch the background properly; however, the nature of my assignment makes a detailed analysis of the background impossible. Nonetheless, I am constrained to be a bit more precise.

Meredith Wilson in the *Music Man* puts it very well when he notes, "You've got to know the territory." Before we talk about the preparation of teachers for the world in which we live, we need to have a bit more perspective in the market place, as it were. Certainly a knowledge of the social, political, and economic landscape is in order.

It is not my intention, however, to enter into a discourse on so wide a range of possibilities as that. The complications and problems of our pluralistic society and its interrelated institutions go far beyond the boundaries of this speech, or for that matter, the competence of the speaker.

I have just read Peter Drucker's (3) provocative new book, *The Age of Discontinuity*. He makes the point that new technologies are upon us. He holds that these new technologies will create new major industries and new major businesses. Much that is current could well become obsolete.

In our new industrial society, at least as envisioned by Drucker, the new opportunities for employment will extend from a number of new industries and from resulting attendant industries, all of which will generate a need for greater well-trained manpower.

The significant aspect of this emerging industrial society will be the increased role of the school in the preparation of the needed workers. Examine if you will, also, what Herman Kahn (5) and others have indicated that may lie ahead in the last third of this century. Among a list of 100 technical innovations are such things as: new or improved materials for equipment and appliances; new sources of power for ground transportation; more sophisticated architectural engineering; new or improved uses of the oceans; automated or more mechanized housekeeping and home maintenance; general use of automation and cybernation in management and production; automated grocery and department stores; extensive use of robots and machines "slaved" to humans; very low-cost buildings for home and business use; home computers to "run" the household and communicate with outside world; maintenance-free, long-life electronic and other equipment.

In a world threatened by huge wars of destruction, by pollution, by depletion of our resources, by over-population, in a society that is increasingly typified by complex social organizations, by large bureaucracies with their accompanying qualities of depersonalization, and in a world that is dependent upon technology, we are called on for great courage and fortitude just to keep going.

It is readily apparent, too, that our environment is becoming increasingly urban. It has been estimated that some 300 million persons will be living in the United States by the year 2000 and that 90 percent of them will be living on one percent of the land. This has all kinds of implications for living, for education in general, and for vocational-technical education in particular. With the expanding technology, we are proving ourselves capable of producing more and more goods with fewer and fewer people. It is quite logical to conclude that most employment by the turn of the century might very well be in human services.

It is also just as logical to project that we are approaching a time in our history when we will not be dependent upon unskilled labor in order to survive. This has real implications for the disadvantaged and vocational-technical education.

The American Association of Colleges for Teacher Education in the recent publication *Teachers for the Real World* (7) came to grips with our problems in this area in a clear and lucid manner. They say "unless there is scrupulous self-appraisal, unless every aspect of teacher training is carefully reviewed, the changes initiated in teacher preparation as a result of the current crises will be, like so many changes which have gone before, 'merely differences which make no difference.'"

The writers hold that "teacher training must begin with the goals of youth education clearly in mind. Without this basis, there can be no valid assessment of teaching or teacher preparation." Briefly stated, the writers hold that the goal of teacher education "in any society is to impower youth to act in the interest of society." They go on to say that "in a free society, that the goal must be to impower the individual to act in his own interest without intrusion on the rights of other persons. They hold that everything that is learned in the name of education must be judged by whether there is a current or future use of that learning in making choices." Specifically there are four areas to which education must direct its attention. Students must become well able to (7):

1. Choose, perform, and enjoy a viable vocation.

2. Exercise the complicated task of democratic citizenship.

3. Engage in culture-carrying activities.

4. Engage in satisfactory inter and intra-personal relationships.

It seems to me that this is entirely consistent with this experiment in social interaction that we call democracy. At the crux of our ideal is the concept that the individual is important. We believe in the inherent worth and dignity of each person. Our schools, our colleges, the basic laws of our land, the structure of our society are all committed to the principle of the individual, his rights and his opportunity for growth and development. At the same time, we know that an individual in a democratic society has the greatest amount of latitude, we also know that he is also limited by the rights, the duties, the privileges as well as the legitimate activities of other individuals. And somehow out of this complex inter-relationship, we must mold a society which places emphasis on the individual and at the same time provides for the well-being of all other individuals. This is no easy task to which we have set ourselves, but whoever said it was?

John Dewey one time noted, "Democracy is reborn every twenty years and education is the midwife." But the birth cry does seem a bit more strident this time around doesn't it?

The role of the teacher in all this, in my judgment, is paramount. And as we go about our tasks of helping to maximize student growth, because that is what our job really is, we have some real responsibilities. Students are going to learn no matter what we do as teachers. Our job is to maximize that growth, or rather, to help students to maximize their own growth and development. In doing this, not only do we have to be creative, but we have to provide the model or establish the climate for our students to be truly creative.

I think we have to emphasize creativity, creative interaction, the discovery method in our schools and colleges because we cannot predict what a person will need to know in the twenty-first century, or for that matter, the last three decades of this century.

CREATIVITY AND THE CLASSROOM

As I look at some of the research that is being done into this business of creativeness and creativity, I am struck by the fact that a number of researchers would indicate that we have placed so much reliance on the intelligence test as a measuring device in our schools, that we have neglected a large segment of our student population who because of the way they think would not tend to do well on intelligence tests. Among the significant and new achievements in the education world in our time has been on tests of creativity. It is interesting to note that they are almost the opposite of I.Q. tests, which are still used almost exclusively in our schools to evaluate students. It has been noted that these tests (I.Q.) measure only a few of the mental abilities of the students and appeal to particular types of individuals--students who accept yes, no, right, wrong answers and those who can memorize large amounts of data tend to do well on these tests of intelligence; but we know that the I.Q. tests do not measure, indeed they are not intended to measure, the student's flexibility, originality, and his depth of thinking, or for that matter, his intuition.

Intelligence tests as we know them, tend to measure the kinds of thinking that Guilford calls convergent thinking. This kind of thinking demands the ability to recognize or remember or to solve by moving toward a "right answer" or one that is more or less clearly seen.

But there is another kind of thinking which Guilford calls divergent thinking and it emphasizes a different approach. It emphasizes searching activities with freedom to think in different directions. It may emphasize the ability to innovate or perhaps to invent. This is a kind of thinking that we believe is the hallmark of the creative person's intellect. But standard tests of intelligence do not measure this quality, at least to any significant degree.

We have noted from some other research on creativity that the highly creative person, among other things, has the capacity to be puzzled. He is the kind of person who sees facts as invested with possibilities, who does not see everything in strict dichotomies. He is the one who asks the imaginative question, "What would happen if ---?" or says to you, "yes, but ----!"

Certainly at the core of what we need to attempt to do is to help the teachers we prepare, and we can do it by example to establish the climate for developing creativity. The question then becomes, "What can we consciously do to set the stage as it were in our role of maximizers of growth and development to help our students and their students to reach their potential?"

Obviously there are many things that should be said and could be said both about creativity and our role in developing it.

At the risk of being too hasty and sketchy, let me state it this way. In my judgment, before a teacher can really foster creativity in students, he must be capable himself of self-renewal and of creativity. He must be innovative and versatile in his approach to the classroom situation. He must realize that his basic responsibility is to maximize the growth of his students. In a nutshell, he has to be "on fire," as it were, for his job. He must be able to develop his own special abilities and competence--remembering always that teaching is an art, an art based on some scientific principles on how students learn, but an art nonetheless. And just as he needs to ask questions, he must encourage his students to ask questions and develop ideas without fear of punishment or ridicule. Just as he rejects the filling out of useless reports as unadulterated busywork, he must seek in his laboratory or classroom the type of program that would not involve the mere memorization of rote data for its own sake.

Succinctly we have to place emphasis on the creativity and on the experimental in our own classrooms. Knowing that a student is learning to be truly creative and is learning to maximize his own growth when he has the opportunity to discover, it then becomes necessary that the skills of investigation become a vital part of what goes on in every classroom. There need to be continuous opportunities for independent study which is so necessary to the maturing mind. There needs to be a great deal of first-hand experiences. There ought to be the opportunity to read and to read extensively. Not only as someone said to read lines, but to read between the lines and then to learn to read, as it were, beyond the lines where one begins to ask himself the questions, "what does this really mean to me?"; "what other kinds of experiences have I had that relate to this?"; and "what can I do about it?"

Our classrooms and our students' classrooms need to be the kind of environment that challenges, yes, and even perplexes students. The kind of environment that encourages puzzlement, not the kind of environment that carries this too far to the point of frustration; but this is what makes teaching an art--to realize that students must be challenged, puzzled, and perplexed without being frustrated, confused, and defeated. Our classrooms have to spawn the kind of learning environment where facts are not just ends in themselves, but are means to other ends and where we see them, the facts that is, as invested with possibilities and not just inert ideas. In other words, we must know how students learn and what are the conditions for effective learning. We must also know what students think and to what they may aspire.

STUDENTS' ASPIRATIONS

I don't know whether you have had an opportunity to read the *Scope Report* (6) made by the Center for Research and Development in Higher Education, University of California at Berkley, in cooperation with the College Entrance Examination Board. It is concerned with discovering the decision-making pattern among high school students--the ways in which they acquire information about colleges and vocations, the stages where the decision-making occurs and what elements of their environment influence the decision-making process. It was a seven-year study and involved about 90,000 students in four states--California, Illinois, Massachusetts, and North Carolina; but certainly it has much wider implications than that. I was interested in a number of the questions and even more interested in the responses that were reported.

One question that was asked was, "Have you talked with teachers about your future work?" From the responses reported in the four states, roughly less than half of the students studied indicated that they had talked with teachers about their future work. It is important to note that this question was asked of eleventh graders. Some of them did indicate that they would wait and do this until the twelfth grade, but I think that is an appalling statistic!

The plot thickens as one reads on in the report because in answer to the question, "Have you talked with counselors about your future work?" the average is close to 40 percent of those who have done this, leaving about 60 percent of those who have not.

The study also sought, in analyzing students' education aspirations, to find out what students would like to do after they finish their education. In California, 47.9 percent of those who regarded high school as terminal chose the category electrician, auto mechanic, and welder; and 29.4 percent who intended to terminate at junior college or vocational-technical school indicated their choice to be electrician, auto mechanic, or welder. In Illinois, 52.4 percent of those who intend to graduate from high school chose electrician, auto mechanic, and welder. Thirty-eight percent of those hoping to graduate from a junior college or vocational-technical school chose electrician, auto mechanic, or welder. Approximately the same percentage held true for the other two states.

In response to the question, "What do you think you will actually become after you finish your education?" we find some very enlightening things. About half of the boys in each of the four states who consider high school as terminal, indicated that they thought that they would be in the areas under the category electrician, auto mechanic, welder; and in three of the states, California, Illinois, and North Carolina, approximately 40 percent of the boys who intended a junior college of a vocational-technical education to be terminal, also indicated that they would expect to work in the category mentioned. If you would include sales personnel and businessmen along with clerks and factory workers, you would find about from 65 to 70 percent of the boys who intended junior college or vocational-technical school to be terminal to be in the categories mentioned.

There are a number of conclusions one could draw from just a superficial analysis of these brief data. The first thing that is apparent to me at least is that a tremendous percentage of those persons who intend to graduate from high school as well as those who intend to go on to junior college or an area vocational-technical school intend to seek employment in the areas that could be classified as vocational-technical. One wonders, however, even with this narrow classification whether or not some of these jobs will indeed be in existence, although they will be certainly for the foreseeable future.

The decisions concerning job potential may be entirely realistic, but when you put together the fact that approximately 50 percent of the students have not yet talked to one of their teachers or their guidance counselor about either their possible interest or fitness of job potential in these areas and then see the vast amount of students who intend to go into them, you have cause for serious thought. This indicates that the teachers we prepare have a job to do concerning simply talking and communicating with students.

Incidently, this later point is highlighted by the fact that the researchers also asked the question, "What is your first choice among the types of jobs listed below?" and then they listed by description five categories. In job 0 you could make lots of money; in job 1 you could help other people; in job 2 you could become famous; in job 3 you could create something original; in job 4 you could have lots of free time. In California, 55 percent of those who considered high school to be terminal, and 51 percent of those who considered junior college or vocational-technical school to be terminal, marked in job 0--"you could make lots of money." In Illinois, it was 60 percent of the high school graduates and 54 percent of the junior colleges or vocational schools; in Massachusetts, it was 52 percent of the high school graduates and 50 percent of the junior college graduates; in North Carolina, it was 55 percent of the high school graduates and 52 percent of the junior college or vocational school, which is, of course, quite consistent throughout the states surveyed. The interesting part of this is that those who marked four-year college programs or graduate programs showed decreasingly less interest percentage wise in jobs in which they could make lots of money.

In case you are interested in girls, at least as reflected in this study, there was also a rather consistent pattern, but not quite as marked as in the case of the boys. While there was significant number (percentage wise) of the girls who wanted a job in which you could make lots of money in each of the states for the two levels mentioned, i.e., high school graduates and junior college or vocational school graduates, there were higher percentages in the second category, i.e., jobs in which you could help other people. Now you can draw all kinds of conclusions from that. Either that girls are more altruistic or less honest, or perhaps more realistic.

I report this here simply to help us understand certain elements of current attitudes and to urge you to read the *Scope Report* in terms of gaining a better insight into some of our problems in really "knowing the territory."

THE TRADITIONAL APPROACH TO THE PREPARATION OF TEACHERS

Obviously, we already know more than we are doing in teaching education, but let's take a quick look at what we have traditionally done to prepare teachers. Now I happen to think that in many instances we have done very well. Most of us can be justly proud, or at least are, of our product. But whether or not this is good enough, is another matter. I choose to think it is not. And as I look at the traditional approach that we have used far too often, I am sure that we can do better.

Let me just quickly sketch what might be a typical approach to the preparation of teachers. We give them a smattering of courses in methods. Sometimes we label them general methods and special methods, we run them through an introduction course and then we talk about principles and something about the history of education. All this, or at least part of this, is done early in the program before he really has any time to spend with the kinds of students with whom he will be concerned.

Traditionally there has been very little time for observation, and in some programs, a student will go out to student teach in a high school without ever having been in a high school since he left it himself as a student. We find that we spend a minimum time, if we are preparing to be a high school teacher, with high school level students prior to the student teaching experience.

Then we have vacillated all around in terms of where we place the importance of the knowledge of subject matter. There has been in this country, at least in our historic past, an attitude that the knowledge of a subject is the only necessary element to good teaching. And then, of course, we have gone about the teacher education practice of preparing our teachers by lecturing to them. We tell them that we know better; we tell them we hope they won't do it when they get out to teach, but because of time and number of students and so forth, we feel that perhaps they will excuse us if we lecture to them.

Far too often we put too little emphasis on how learning actually occurs, and far too often we put heavy emphasis on the organization of the school day and how to make lesson plans. Sometimes we talk about evaluation techniques, but always about classroom control. Frankly I think we can do better, and honestly, I know we had better do better!

ATTRIBUTES OF EFFECTIVE TEACHERS

In this age of advanced technology, when we are even now on the threshold of even more advanced technology, we are accused of depersonalizing our students in a machine-made world and in a machine-run world. The students say that they are constantly in fear of being folded, spindled, or mutilated.

As we look at the attributes of effective teachers, there are some overriding concerns that are in point for teachers as well as for teachers of teachers. Certainly it is fundamental that a teacher himself work at the problems of human relationships. In an era of machines and depersonalization, it is crucial that we as teachers and as teachers of teachers effect a closer walk with our students and encourage our students to do it with their students.

Really the only justification for machine technology and the computer is to make man's task easier and perhaps even more accurate. Certainly the time saved by using the computer and other of man's machines ought to be devoted to students, either directly or indirectly.

I can give you a very pertinent example. Some five years ago, our Teacher Placement Office decided to utilize the services of our Computer Center. Rather than posting lists of vacancies or filling up a card file with all the positions available causing the students to crowd in an already too small office to search diligently through scores and scores of lists, we now have a practice that is more efficient. Each student is asked to fill out a card indicating his teaching major and minors and telling us at what level he wants to teach, in what geographic area of the country he would be most inclined to accept a position, as well as certain other pertinent information. Each week on a Monday morning, he gets a complete printout of the job vacancies that are among the 40,000 that we receive annually, listing the positions that are open in the categories he listed, with the specifications that he wanted. He can save his time by researching in depth those jobs that are listed on the computer printout, and in which he is really interested. Our office staff can now utilize their time in giving him advice and counsel much more efficiently than before. It is not necessary nor does it follow that we have to be depersonalized in our relationships with our students or with our colleagues simply because we use modern technology.

The teacher, too, must know how to communicate on a broad basis to many groups in society. The AACTE study group holds that many students today are "victimized" because the teacher is unable to speak their language and that recruitment of people primarily from middle income population will continue to contribute to the problem of communication. They go so far as to hold that a teacher who is ignorant of linguistics is not a good teacher, no matter what his area of competence may be.

We can issue long lists of pronouncements about needs, we can examine, explore, and even utilize new techniques and technology and emphasize all kinds of ideas and concerns, but the real issue remains--what really happens when our products (the teachers) face their products (their students) in the classroom? Everything else is peripheral!

We know also that in designing a learning model that we must consider the interrelationships of the affective, cognitive, and psychomotor domains. I would place prime importance on the affective domain--that area dealing with values, attitudes, and interests. It is my judgment that we need to explore further what we might do in this area to help vitalize the learning process. We need to examine, use all kinds of media, techniques, etc.; but in the "ends-means scheme" of things, let us not be deluded, technology like facts is a means not an end!

SOME AREAS OF CONCERN AND DEVELOPMENT

Let me be a little more specific about some of the things that perhaps we need to consider. Some of these are already being done and show great promise. You're talking about fundamental concerns in dealing with the disadvantaged and in micro-teaching at this conference. I think the conference planners put their collective fingers on two important areas, but let me list what I think are some musts in terms of improving teacher education:

--We need to put the teacher education candidate in touch with students early in his career--to work with them, to observe them, and to learn to speak their language.

--We need to put increased emphasis on theories of teaching and learning. Practice is important, but unless there is an established rationale, it (the practice) may be less than relevant.

--We need to get excited about the use of educational technology in classrooms and how to use media more creatively. Not only micro-teaching and video taping, but simulation, audio-tutorial techniques, single concept films, etc.

--Professors need contact with secondary students themselves. Perhaps they even ought to teach periodically in the secondary schools. At least they ought to observe frequently.

--Certainly we ought to experiment continually with all kinds of teaching approaches and strategies.

--We need to understand the research on creativity--what it is and what we might do about it, and how we can draw students into a sense of mutual discovery.

--We need to provide for individual differences among our student teachers. We talk to our students about individual differences that they will find in their students one day; but we put them through a lock-step program of preparation with too little thought to their needs.

--We need also to expose our student teachers to a number of teachers and different teaching styles so that through this broadened experience they may have a better base for the development of their own teaching style.

--We need to involve practicing teachers to a greater degree in the planning and developing of teacher education programs.

--We need a revitalization of in-service education.

--We need a broadened understanding of the evaluation of instruction.

--We need to become concerned about the development of teacher competencies.

--We need to develop and then critically assess the educational criteria that undergird our programs.

With particular respect to vocational-technical education, some further ideas would seem to be in point:

--Grant Venn suggests that our programs ought to provide beginning work experience early in the program for exploratory purposes, then again in the middle and latter part of a program to test theory against practice.

--A policy statement from Minnesota holds that continuous coordination with industry should be maintained so industrial requirements or shortcomings of the education program can be communicated immediately.

--Serious consideration should be given to the coordination of all vocational-technical programs within the university.

--Perhaps we ought to establish a state vocational-technical teacher education advisory council.

--Why not develop a cooperative-coordinated state vocational-technical teacher education program?

--How might we develop a coordinated in-service education program?

--What about broadening the base for the acceptance of credit for occupational competency?

--How about organizing a "think tank" operation on local and state level to just dream about "what might be?"

--When are we really going to involve persons across the total vocational-technical spectrum in "action research?"

--Why not explore possibilities of periodic work experience opportunities for teachers of teachers in the world of work?

--Can we develop methods and techniques to identify, motivate more of the unemployed who should be afforded training?

As I look around me and talk with my colleagues, and as I read the literature I think I can synthesize for you some of the things that are happening on the national scene. Whether or not they are trends, however, is another matter. The brief listing that follows overlaps, in part, necessarily the preceeding items of concern. Let me just mention some of them quickly:

--There is a movement toward individualized learning. This can be brought about in part by use of the modern technology if understood and used correctly.

--More attention is being paid to some of the inter-indisciplinary approaches to learning and teaching. In the preparation of teachers, we too often leave this to chance.

--Differentiated staffing has gained attention--where experts from certain areas cooperatively work in the learning-teaching process. Your seminar last year highlighted this area and it is gaining real momentum in the elementary and secondary schools.

--Independent study has been an area of growing concern. Its development in the main, however, has been limited to the honors programs.

--We are beginning to define teaching behaviors with a little more clarity.

--Some progress is seen in the development of the teacher as an instructional leader. More thought will be given to preparing teachers to direct the work of assistant teachers--paraprofessionals--and to serve as members of an instructional team. This is requiring a higher level knowledge of interpersonal relationships.

--There is an increasing demand for media specialists to direct programs, to help teachers use the new technology more wisely and to develop the software necessary.

--Computer assisted instruction is becoming increasingly important as a medium of instruction. (It may be important to note that we, in our programming and use, are in all probability lagging behind the technical capabilities of the computer.)

--There are many other devices now available to teacher educators that are being used in varying degrees and with varying success. Perhaps a mere mention will suffice: single concept films, dial access, the audio tape, the multi-media study carrel, the tele-lecturn, student automated response systems, the "back pack" videotape recorder as well as closed circuit TV. No one really can guess what other developments can lie ahead in this area.

--We have already talked about providing an atmosphere for the development of creativity and there may be just the glimmer of a beginning here.

--You would be interested to note that AACTE proposes *A Training Complex* based on the rationale that while the theoretical component of a teacher education program can more effectively be the responsibility of a university, that the training program calls for a new institutional mechanism because university personnel and present facilities are not adequate.

One of the reasons for this inadequacy is the need of easy access to students from a wide range of backgrounds and socioeconomic and cultural origins. In the view of the writers (AACTE) a university faculty is "too removed from the practicalities of teaching and running a school to operate a training program alone."

The call is for a "new social mechanism" that can bridge the gap between the schools and the university. The writers are inclined to call them "training complexes." It is not my purpose to analyze this proposal, but rather to report to you this proposal as one of the "growing edges."

--Flexible scheduling as a system for reorganizing the secondary school day is also an exciting development. Rather than ascribing rigid and arbitrary one-hour sequences of time to various subject-matter areas, emphasis is placed on student performance and achievement recognizing that not all students progress at the same rate. It also provides greater efficiency by utilizing the technique of large and small group instruction and allowing time for independent study. Our teachers are finding they need a greater insight into students' capabilities and limitations if flexible scheduling is to function effectively.

I am certain that you could add to this list of developments. It is not intended to be exhaustive, but only partially representative. We are confronted not only by the need to know and understand all that is happening, but the problem of what to choose and how to use.

THE CONCERNS OF THIS SEMINAR

It would be possible to spend a lot of time talking about each of the areas under consideration in this seminar. I would just like to comment about them briefly.

One is concerned with micro-teaching, and the other element for your discussion is concerned with the disadvantaged. Let me begin by making a couple of background comments concerning micro-teaching.

Some of the best material I have read on the developments in teacher education in general, and on video processes in particular, has been published by the Multi-State Teacher Education Project, or M-Step as it is called, under the direction of Howard Bosley (1). The project included the states of Florida, Maryland, Michigan, South Carolina, Utah, Washington, and West Virginia. Its two major goals were to experiment with innovative procedures and laboratory experiences and to carry forward intensive exploration concerning how television and related material might be used in teacher education.

I wish I could claim that these ideas were original with me, but they are not; but I subscribe to them wholeheartedly and want to share them with you because I think they are extremely pertinent.

Certainly all of us are concerned or ought to be concerned with the need for classroom observation. With increasing enrollments, this causes problems particularly if we are not in a large urban center. Observation by video tape may be even more effective than direct observations because the preparation can be controlled for specific viewing of desired teaching objectives, the tape can be stopped or replayed when there are questions or when the need for reinforcement is present, and then, too, the classroom observations which are on video tape can be selectively analyzed and used again and again.

Bosley lists at least five significant uses of video processes which include: (1)

1. A flexible substitute for classroom observation.
2. A useful source of self appraisal for student teachers.
3. A means of providing instruction in the skills and techniques inherent in the teaching processes, especially via single-concept video tapes and related aids.
4. Recording and evaluating progress of student teaching, aimed especially toward inducing individual, professional growth from analyses of long-term patterns of teaching behavior as opposed to sole reliance on the usual fragmentary and short-term review-critique process.
5. Preservation of original data for later analysis and research, e.g., the accumulation of evidences of common strengths and weaknesses of student groups.

When one examines the advantages of micro-teaching, he is made aware that they include the fact that it is possible to effect a concentration on a single, manageable teaching process accompanied by an opportunity for immediate reteaching and strengthening of the process during the evaluation period.

It is clear also that whether we use simulation or the critical incident process, or single-concept films, or micro-teaching, or audio-tutorial techniques, they should all fill two requirements: one--to build concepts and skills effectively, two--to save time.

It goes without saying that the concept of micro-teaching, with or without video taping, represents one of the most exciting developments in teacher education in recent years. I would just like to utter one word of caution. The use of micro-teaching and the accompanying technique of putting it on video tape demands a high order of planning if we are to derive from it its maximum potential. It can serve as a medium for a high degree of creativity if properly utilized.

I would like to make just a brief comment in conclusion concerning your other concern here in this seminar, with the problems and issues of preparing teachers to work with the disadvantaged. Certainly it goes without saying, in fact we all have said it, that the teaching of the disadvantaged requires broad life experiences which few teachers coming from predominantly middle class backgrounds have had.

We have long talked about the need for teachers to understand their students, but we haven't always provided the kinds of experiences that would permit or encourage the teachers we prepare to really understand the disadvantaged or culturally deprived. Perhaps it would be better to say culturally different.

In the main, the group to which I refer as disadvantaged come from families which are extremely poor. They have only the minimum essentials of life and life itself appears hopeless indeed. Without public aid they very well could not exist. When one is conditioned to this kind of an environment, one can see little future except the kind of future that their parents have had. Poverty and futility indeed do become a way of life. When one looks at the abject poverty, the poor nutrition, the lack of employment, the dirt, the dire living conditions, and a future without hope, certainly one understands or begins to understand why deprived students fail to respond to traditional patterns of schooling.

The AACTE in the publication cited before in this presentation makes the valid point there is an immediate need for additional training for at least two groups of teachers who teach in deprived areas--first, those who will be teaching for the first time in the area; and second, those who are currently teaching there but in order to work most effectively, need additional preparation. But what is really interesting and I think important is that this is simply a stop-gap measure--the real problem lies in a much better understanding and preparation of teachers for the real world. Do not be deluded, however, because it is also the point of the publication that special teachers are not needed for children of different ethnic and social groups, but we need teachers who are able to work effectively with children regardless of race or social situation.

We are now beginning to realize a problem which was so aptly pointed out to us several years ago by James Conant (2) and highlighted again for us by Miriam L. Goldberg (4) in her manuscript *Teachers for Disadvantaged Children* when she notes that "it is expected by 1970, one out of every two pupils in large city schools will be culturally disadvantaged."

We need to take broad, bold, and new steps first to really understand the nature of the problem and second, to do something about it. Vocational-technical education may well set a nationwide example for planned constructive action, if we but will.

I have a very dear friend who was a graduate student with me several years ago. He is an old-world Indian and comes from a little, rural community in Madras located in the south of India. He is currently the principal of a vocational high school there, but has just come this fall to America to teach sociology for a year or so in one of our midwestern colleges. He was in my home recently and I was needling him about getting prepared to teach. I asked him what he was going to teach and he told me that in his general field, sociology, he was going to teach some work in rural sociology, but he was also going to teach a course in urban sociology. "But," I said to him, "you're not an urban sociologist." His reply was classic. "No, not yet," he said, "but I have decided that I will teach what I know and what I do not know, I will learn and teach." I don't think that most of us as yet know very much about the dimensions of that area that we call disadvantaged, but I do know that we had better learn a great deal more about it because it is vital to the well being, to the security, and to the development of all of us.

IN CONCLUSION

Let me say in conclusion that education has really become what many educators for a long time have wistfully and wishfully said it was--namely the real key to the onward and upward movement for men and nations. In man's value structure, it has become number one.

Vocational and technical education because of its close ties with the economy of our country and as a result of the great need for its product (trained personnel) in the business and industrial sectors has become even more central in our national scene. The rate of the expansion of our economy, the nature and growth of our population as well as the implications for change itself, have serious implications for the preparation of vocational-technical teachers.

It seems to me that in vocational-technical education our concern, of necessity, is twofold. One, we need to prepare students to become employable participants in the "existing world of work." Two, we need to help them to be inherently flexible and prepared for the new demands that will emerge as a result of the changing society.

This is indeed an over simplification, but in my judgment, the problems of our times call out for four things:

1. A knowledge of the facts of our problems and the ability to identify the chief areas of concern.

2. A creative imagination to seek out some possible solutions.

3. A carefully considered decision as to the proper course of action.

4. A real commitment to carry out a plan to implement the decisions that we make.

I hope that you will be among those who will stand high on tiptoe to look hopefully into the future, motivated by a real desire for improvement and that none of us here will ever join those who have given up and ceased to canvas the options for a new beginning.

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PROFESSIONAL DEVELOPMENT FOR VOCATIONAL EDUCATION ITS LIMITLESS POTENTIAL

*WILLIAM G. LOOMIS**

The big news this fall in American education was that the national teacher shortage which has plagued us since World War II was finally beginning to ease. I wish I could be as sanguine about the situation in vocational-technical education.

Frankly, we're going to have to double our vocational education teaching force over the next five years--just to stay even with increasing enrollments.

And we aren't producing vocational education teachers in anywhere near that quantity.

Obviously, some revolutionary changes are needed in the preparation of professional personnel for vocational-technical education.

The latest statistics available in the Office of Education indicate that enrollments in public vocational education programs probably will reach 8,555,000 this year and will increase more than 100 percent to 17,250,000 by 1975. With a student-teacher ratio of about 50:1, that means we have a teaching force of some 171,400 today.

Assuming we can maintain the same ratio--which we all agree is too high--we'll need at least 345,000 teachers in 1975. That's 173,600 more than we now have, an average of 34,700 additional vocational education teachers each year over the next five years. As you know, we're actually producing only about 20,000 additional teachers per year. Obviously, our production rate has got to be increased by nearly 75 percent per year. Additional professional and paraprofessional support personnel vitally needed in vocational education programs throughout the country are not included in these estimates.

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And even if we could accomplish this minimum goal of more than doubling our present effort, it would still be, in my judgment, an inadequate accomplishment.

I predict that the career development demands upon our public school system in the years immediately ahead--including post-high school and adult offerings--will have to be met in volume and variety in a manner never dreamed of by most of us.

Those of us primarily concerned with the professional development of vocational education personnel should address ourselves to four immediate needs:

First, of course, the need to double our teaching force by 1975.

Second, the obvious need for more in-service training for those currently staffing our vocational-technical schools, both to upgrade their basic subject-matter skills and to improve their competencies as teachers.

Third, the need for more and better leadership personnel in vocational-technical education.

And finally, the long standing need for an understanding and appreciation of and a commitment to vocational education on the part of public education decision-makers, including the academic faculty.

Before suggesting some approaches to meeting these needs I would like to share with you a point of view with regard to the need for action on our part. (The challenge to make some changes):

The contrasts and contradictions now present in our society exceed any we have known. For instance:

- In a society that is or shortly will be reaching an annual productivity of one trillion dollars, over one-third of its people live in or on the margin of poverty. (Many voc-ed programs of the past may "train for poverty level jobs." See Sylvia Porter's article of two months ago, "Working Poor in Need of Attention." Career ladders can be built into our program.)
- In a society where there are persistent unfilled demands for highly skilled employees, about four million unemployed individuals are unable to match their work skills to meaningful employment.

- In a society where the scientific establishment has actually reached the moon and is probing outer space, less than one-half of the adults over 25 years of age have completed a high school education.
- In a society where education is increasing the basic link between youth and the world of work, some 20 percent of its young people become high school dropouts.
- In a society where over one-half of the student population does not enroll in post-high school education, less than 18 percent of its students are currently being enrolled in secondary programs of vocational education of a gainful employment type.
- In a society where preparation for work is required for virtually all people in all jobs, the prevailing educational structure is primarily designed to serve the 20 percent, or less, who will eventually complete a four-year college degree.
- In a society where education is expected--among other expectations--to help young people to make a living, there is an illogical and perplexing division between academic and vocational education.
- In a society which emphasizes careers and success above all other attainments, education directed to occupational preparation is considered inferior to education directed to other ends and is artificially set apart from them.

This list of contrasts and contradictions I have just outlined is by no means complete. But the implications for education--particularly vocational education are clear. If we have in our educational arsenal a "vehicle" (program?) that is charged more directly than any other with the responsibility for coping with the needed change--surely that one is vocational education.

If the full potential of vocational education is to be brought to bear on the complex of problems our society faces, it is imperative that:

- The role, the responsibilities, and the position of vocational education be clearly delineated and included in the total education structure, and that
- The mission and goals of vocational education be stated clearly, and that they be appropriately integrated with the other goals of the education system at all levels.

Until these requirements are met, the real potential contribution of vocational education cannot be realized. It is, of course, essential that there be a continuous redefinition of the goals of vocational education (and the total educational structure) in keeping with economic and social changes.

Now, if we are to really attain the week to week and year to year objectives that are established in your various states for vocational education--I say to you that the focal point for such accomplishment must be an appropriately structured, dynamic, and adequately supported professional development program. It's a privilege for me to be standing before the leadership group in this endeavor today--and I know you are going to get the job done.

I would like at this time to share with you some strategies that I believe are essential to the accomplishment of this mission:

1. It seems imperative that each State develop a master plan for professional development as it relates to vocational education programs. The State agency for vocational education should assume primary responsibility for this ongoing task--with a full partnership arrangement with the appropriate four-year institutions such as those you represent, and the LEA's.

2. Massive efforts should be launched to provide in-service training for those currently employed. These efforts should be astutely directed to areas where you will get the "biggest bang for the buck"--in other words the greatest impact on the overall program. May I suggest that this may well be State staff, middle-management personnel such as local directors, supervisors--and dare I say teacher educators! This Miami meeting is, of course, a commendable example.

3. Pre-service training should be carried on in tandem with this in-service effort--this should include provisions for increasing leadership capabilities on a long-range basis.

4. Special attention must be given to building up the capabilities of colleges and universities in this unique area of professional development. Ways and means must be devised that will increase the commitments of the appropriate institutions to this task.

5. New approaches to staff recruitment for vocational education programs must be utilized. Programs that provide realistic career opportunities must be plotted. The source of personnel may be youth seeking their first job, the military, the minority groups or the currently unemployed from business and industry or other educational activities.

6. Barriers instead of incentives to professional development may be identified in some certification and licensure requirements. Some of these requirements may--in fact--block essential recruitment activities and discourage the upgrading process. These roadblocks must be eliminated.

7. Local decision-makers must be given the information necessary that will permit them to develop program objectives, set new priorities--and to develop short and long-range plans to be implemented. (By local decision-makers I mean school superintendents, principals, community college administrators, and local board members.)

8. Part D of the 1968 Amendments to the Federal Vocational Education Act provides for "exemplary programs and projects." The implementation of this legislation--just that part relating to the "familiarizing of elementary and secondary students" with the broad range of career opportunities--has dramatic implications for many of our programs. If I were a teacher educator in any State, I would want to be involved in determining course content and personnel requirements for these new programs.

9. Cooperative exchange programs should be developed to a greater extent between local educational agencies and business and industry. Colleges and universities should become involved in this process. As an in-service or pre-service process this is talked about more than it is practiced throughout the country today.

Now, you may ask, can the Education Professions Development Act (EPDA) funds be used to implement these approaches (strategies!). The answer is "Yes." The challenge to those of us in the Bureau of Educational Personnel Development (BEPD)--as it should be--is how do we get the most mileage out of our limited resources. This is one of the most exciting parts of my job!

Funds requested by those of you in the States from part F, EPDA funds from the current fiscal year, as of August 1 deadline, was in excess of $34 million. These requests were distributed throughout 40 of the States and the District of Columbia and would provide training for some 23,000 participants.

The present allocation in the Bureau for vocational education projects for the 1970 fiscal year is $5,750,000. I would estimate that the Bureau's present resources will permit us to fund about one-sixth of the projects submitted with a proportionate number of participants being trained. (We recognize that other educational manpower shortages and budget constraints due to inflation limit what we can realistically expect from the Federal Government.)

We thought you would be interested in more specific information about the types of undertakings now in progress in the Bureau that relate to vocational education--including priorities that are being applied in approving projects!

Briefly stated, part F of EPDA is a two-point program:

- It is the purpose of section 552 through the means of leadership awards to provide opportunities for experienced vocational educators to spend full-time in advanced study of vocational education for a period not to exceed three years in length.

- It is the purpose of section 553 to make grants through the State agencies for vocational education that will provide opportunities to update teacher competencies through exchange programs with business and industry or other means, and provide other in-service teacher education and short-term institutes.

- Present plan by the Bureau calls for implementing the Leadership Award Section (552) by identifying and beginning the development this first year of a network of (selected universities) "regional West Points for vocational education" that will become the nucleus of an expanding program for this purpose. It is tentatively planned to fund some eight to 10 universities for this purpose from 1970 funds that will enroll perhaps as many as 160 full-time leadership award recipients from the 50 States. (I know that I need not point out to you people the potential impact this program can have upon vocational education, including the participating institutions.)

- In making grants on a competitive basis to State agencies (Section 553) emphasis is being placed upon the development of statewide master plans for professional development in vocational education. Priority is given to proposals designed to equalize educational opportunities, to the inner-city problems, to identifying and trying out new approaches to in-service training (especially industry-school exchange programs) and to projects that provide "on-site experiences" for teachers and others. On-site projects would usually be those carried on with local educational agencies--perhaps in cooperation with teacher training institutions.

- The Bureau, through special grants some six months ago established what is known as Leadership Training Institutes for the several major program areas provided for under EPDA. The primary mission of these institutes is to train project directors concerned with EPDA grants and advise the Bureau on related problems and activities as requested. The Institute for Vocational Education, with its some 25 member advisory panel, in close cooperation with my Branch of the Bureau will be conducting at least six or seven formal training sessions this fiscal year--primarily for State agency and college and university personnel. Two such training sessions were held within the last month. The activities of the Institute are closely associated with the objectives and priorities of the Vocational and Technical Education Branch of the Bureau. I am indebted and deeply appreciative of the efforts of Dr. Bob Worthington, Project Director for this Institute and the advisory panel--some of whom are in this audience.

- One of the purposes of EPDA is the "developing of information on the actual needs for educational personnel, both present and long-range." In fulfilling the requirement for an annual assessment of educational manpower needs as it relates to vocational education, arrangements have been made to contract with Jacob J. Kaufman, Principal Investigator, Institute for Research on Human Resources, Pennsylvania State University, to secure this information. This study is scheduled for completion by the close of the calendar year. I know we all will be interested in making use of these findings as they become available.

- Personnel in BEPD and the Vocational Education Bureau are not unaware of many of the common problems you face as teacher educators--especially the basic problem of providing for the preparation of what I call "all-around vocational educators." With few exceptions we continue to prepare specialists in the various service areas with little attempt to present vocational education as a coherent whole, and with very little attempt to show its relationship to academic education. We are presently planning to sponsor with the cooperative efforts of the Vocational Education Bureau an institute during the first half of this next calendar year that will address itself to this general problem and related program impediments. In-depth position papers will be reviewed and edited by a national committee--and following the institute will be distributed to teacher educators, administrators, and others.

- The last item of Bureau activity that I especially wish to mention is the provision for coordinated effort with the Vocational Education Bureau. This commitment to coordinated effort on the part of the respective Associate Commissioners Davies and Venn has been warmly supported by such other key people as Dr. Leon Minear, Director of the Division of Vocational Education. This goal has been reinforced recently by Commissioner Allen in a policy statement outlining selected key provisions for such coordinated effort among the several bureaus concerned with vocational education. This should assure more effective results at the Federal, State, and local levels.

This report to you has perhaps tended to be somewhat like a Heinz 57 mixture. I hope, however, that as a result of my appearance before you we will be able--

- To work together more effectively at our respective tasks, and

- To mobilize the various resources available to us--including EPDA funds.

As you people play your key roles in this rather limitless professional development potential in vocational education--I would hope the role I would have played--in some small way would emulate the person referred to in the verse by a sage of another time:

A leader is best

When people barely know that he exists,---

Of a leader, who talks little,

When his work is done, his aim fulfilled--

They will say, "We did this ourselves."

SUB-SEMINAR

Teaching Disadvantaged Youth

DISCUSSIONS LEADERS

It is with sincere appreciation that the seminar director expresses his gratitude to the six discussion leaders who so ably lead the small groups sessions. Without their assistance the seminar could not have succeeded. Appreciation is also expressed to the recorders of each small group. Their effort made possible a meaningful panel presentation on the last day of the seminar.

DISCUSSION LEADERS:

Dr. Judith E. Henderson
Michigan State University
East Lansing, Michigan

Mr. Donald Jaeschke
University of Southern Florida
Tampa, Florida

Mr. George H. Love
School District of Philadelphia
Philadelphia, Pennsylvania

Mr. Thomas M. Nolan, Coordinator
Archdiocesan Committee on Poverty
Chicago, Illinois

Mr. Arthur Pace
Houston Public Schools
Houston, Texas

Mrs. Sopholia Parker
Hampton Institute
Hampton, Virginia

SOCIAL DYNAMICS OF THE GHETTO

*KENNETH B. CLARK**

> "Perchance, he for whom the bell tolls may be so ill that he knows not that it tolls for him and perchance I may think myself so much better than I am as that they who are about me and see my state may have caused it to toll for me and I know not that."--John Donne

The ghetto is a symptom of a deep pervasive social illness that afflicts not only its immediate victims but in a very insidious way reveals to us a great deal about the illness of the larger society in which it is located. This ill health is so deep that the victims who live outside of the ghetto may be so ill as not to know that the bell is indeed tolling for them.

The term ghetto comes from the Italian term borghetto, the name which was used for that part of the Sixteenth century Venice in which the Jews were compelled to live. Subsequently, this term came to be applied to any section of the city chiefly inhabited by Jews. Down through the centuries, the term has undergone many changes. America's contribution to the term "ghetto" was to associate it, not primarily with Jews, but with low income neighborhoods, deteriorating housing and the confinement of constriction of movement of Negroes. The American form of the ghetto has become practically synonymous with racially homogenous slums within which essentially powerless Negroes are confined and systematically exploited. Ironically, American ghettos are essentially a northern urban contribution to American patterns of racial discrimination. Southern cities have traditionally been less segregated residentially than our northern cities. The relative absence of rigid patterns of residential segregation in the south reflects not primarily racial tolerance, but the continuation of the economic interdependency of whites and Negroes which in the southern regions is sort of a carry-over from the period of slavery.

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Negro urban ghettoes began to develop as a characteristic of large northern cities with the first major migration of Negroes from the south to the north which began around World War I. With the acceleration of this migration during the 1930's and with it stepping up in World War II, Negro urban ghettoes became an indelible part of American life.

The majority of American Negroes now seem to be living in northern cities and the overwhelming majority of these are confined to racial ghettoes in these cities.

My staff helped me work out an index of ghettoization for the concentration of Negroes in Negro areas in 11 northern cities and I won't bore you with the statistics but I will give you the rank order of intensification of ghetto lives in northern urban areas or in cities with 200,000 or more Negroes, and as you would probably suspect, probably the most segregated city in the United States, the city in which the largest proportion of Negroes are concentrated in a ghetto is in Chicago, Illinois followed in order by Baltimore, Cleveland, Washington, St. Louis, and Texas comes in, (Houston, Texas has a nice Negro ghetto) Philadelphia, New York, New Orleans, Detroit, and Los Angeles. With cities of 200,000 or more Negroes, Chicago is the most ghettoized and Los Angeles, so far, the least. I'd like to point out, however, that the process of ghettoization in America is in the direction of increased ghettoization rather than decreased ghettoization and that process has been accelerating within the last two decades. So you could expect that these cities will not be coming less segregated with time, but those that are less segregated now will become more segregated with time. And I'll try to point out that this is a process that seems to be developing without regard to laws which ostensibly deal with open occupancy. In attempting to explain or to ease the moral conflict I'd like to make one other aside, by the way. One of the ironic things is that as we get more racial progress in the south, we might find the south imitating northern patterns with increasing ghettoization in the south; that's one of the ways we will know that the south is becoming more democratic.

In attempting to explain or to ease the moral conflict inherent in the existence of these racial ghettoes, it has been stated by some observers that the congregation of ethnic groups in residential areas according to nationality or ethnic differences or similarities is not peculiar to the Negro population. Examples have been offered of the existence of Jewish neighborhoods, Polish neighborhoods, Irish neighborhoods, Italian districts and these are offered as illustrations of the fact that patterns of residential segregation are a natural part of American society and I presume a reflection of American democracy and are not in themselves indicative of restriction of freedom, social injustice or inherently tied to pathology. Those who take this position conclude that Negro ghettoes reflect only this natural tendency--the desire of Negroes to live together--and that whatever problems, differences and pathologies are to be found in these Negro communities must be understood in terms of special peculiarities of Negroes rather than in terms of anything about the ghetto or the dynamics of the Negro ghetto itself. The difficulty with this type of argument is that it ignores some crucial facts which are related to the uniqueness of the Negro pattern of life.

Among these facts are 1) the American Negro is highly visible as a different racial group or at least in the terms of how America defines a racial group, and given this visibility he can be isolated from the residential areas which become characterized. 2) The opportunities for upward economic mobility can be effectively restricted for the Negro in the light of his visibility, and the restriction of his economic mobility reinforces the ability to restrict his residential mobility outside of the ghetto. 3) Specific techniques for confining the Negro to the ghetto through refusing to rent or to sell him apartments and houses outside of the ghetto and through the conspiracy of real estate and banking interests which make it difficult, if not impossible, for him to purchase or rent homes in non-ghetto areas have been most effective in spite of Court decisions or legislation banning restrictive covenants or insisting upon open occupancy.

In the light of the above factors which deliberately confine the Negro to urban ghettoes, one cannot reasonably contend that Negroes in general voluntarily desire to live in residentially segregated areas or that they are happy living among themselves, and certainly one cannot seriously argue that the opportunities for personal mobility and freedom of movement are as open to individual Negroes with initiative and drive as they are open to individuals of other nationalities and ethnic groups. The fact is that ghetto conditions of living are imposed upon the vast majority of Negores. The Negro in the ghetto is imprisoned. The ghetto is a concrete symbol of the rejection and exclusion of people who are considered inferior and people who so far seem powerless to change their actual status in the American democratic system. Unlike other Americans who are white, the Negro in the north still has no choice. He is imprisoned literally and figuratively within the invisible walls of types of injustices based upon the superstitions of race and color which the ghetto symbolizes.

Within the prison of American racial ghettoes, a prison which reflects racial discrimination, involuntary subjugation, restriction of freedom of movement, one finds deteriorated housing, overcrowdedness, inferior economic status, high incidence of disease and infant mortality, a pervasive physical drabness and ugliness and inescapable human degradation which accompanies these conditions and creeping blight, galloping blight.

A recent study of a typical Negro ghetto, Harlem, revealed the extent to which physical deterioration and human neglect of the ghetto dehumanize its victims. We took seven indices of social pathology and compared the ghetto prison of Harlem with the rest of New York City in terms of these indices. This comparative analysis of these indices of social pathology and disorganization in a ghetto revealed that Central Harlem, a community which I think is clearly typical of conditions of life for the ghettoized Negro in America, ranked alarmingly high on six of the seven indices of social pathology. Its rate of juvenile delinquency was consistently twice as high as the rate of New York City as a whole and has been increasing more rapidly than the city rate from year to year. For the past seven years, the proportion of habitual narcotic users has been from three to eight times that of the city as a whole. I think only in this index that Harlem would not necessarily be typical of other northern urban ghettoes. It seems that narcotic addiction--it seems to be a peculiarity of New York City and I hope that reason continues to prevail--it has not yet infected to the epidemic rate with which it exists in Harlem, other northern urban ghettoes including those on the east coast. The narcotic figures in Harlem, however, do not reveal the full extent of this particular form of the wastage of human potential. Since it is not at present possible to determine with any degree of confidence or accuracy the actual number of narcotic addicts--no one who studies this problem--in fact, the more one studies it, the more one is convinced that we do not have any serious accurate method of appraising the extent to which narcotics are destroying the young people in Harlem. The elusiveness of the problem, I think, reflects among other things the fact that drug usage is still considered illegal and therefore must be engaged in furtively. I think, however, there might be other reasons; what we do know is that in the Harlem ghetto, drug addiction is widespread, the sale of drugs is comparatively flagrant and open, and one is left with a gnawing sense of a possibility that there is a general conspiracy to permit this form of human destruction to exist in Harlem, that there is even some suggestion of the encouragement of drug usage among teenagers in Harlem. This is a very serious suspicion and certainly not one which one would state publicly unless there were some things which one observes which could not be explained by any other reasonable interpretation other than the fact that somehow, somewhere, somebody or somebodies believe that this could be fertile ground for this criminal, illicit destruction to human beings.

Disease among Harlem's youth stricken with venereal disease, in spite of antibiotics still seem to be five to six times that of the rate of the city as a whole. This suggests serious neglect. Infant mortality is two to three times higher in Harlem than elsewhere; proportionately three times as many youths under the age of 18 are supported wholly or in part by aid to dependent children funds compared with the rest of the city. The homicide rate of this ghetto prison is over six times that of the rest of the city. The victimized prisoners of the ghetto are required to turn their hostility toward their fellow prisoners. Only with respect to suicide is the rate in Harlem, at present, no higher than that of the rest of the city. It should be pointed out, however, that contrary to the general belief that suicide rates are lower among low socioeconomic groups particularly, the economic status of Harlem is low enough for the suicide rate in Harlem to be at least half or a third of that of the rest of the city. This is not true as far as Harlem is concerned. The suicide rate for Harlem is approximately the same as the suicide rate of the city as a whole, and what is even more startling is the fact that there are three health areas in the central Harlem community in which the suicide rate among the Negroes is twice the rate, and in one area, it seems to be approaching three times the rate of that of the city as a whole. It seems that when suicide occurs in Harlem it occurs with the same vehemence and intensity and stridency as homicide.

The social pathology of the American ghetto is stark and cannot be explained away by self-righteous platitudes or the protective desire on the part of the more privileged peoples to blame the victims in these injustices for their own plight. In this climate of pervasive pathology and social disorganization, one must expect wastage and deterioration of the potential of the youth who are condemned to live their lives within constricted ghettoes. The cycle of physical deterioration and psychological dehumanization which is the ghetto is self-perpetuating. The powerless victims seem unable to mobilize and sustain their efforts to change the conditions of their lives.

The criminally inferior education of the ghetto schools spawns thousands of functional illiterates each year and makes it impossible for these young people to compete with others for the types of jobs which would raise their economic status. Eighty percent of the children from the public schools of the ghetto are found to be from two to four years retarded in the basic academic skills of reading and arithmetic. They are doomed to increasing unemployment or to the most menial jobs of our society which are the very jobs which are now most rapidly being automated out of existence. It is now no longer necessary for even the most prejudiced personnel director to exercise directly his personal prejudices in order to exclude the majority of Negro youth from white collar jobs or from any job which requires adequate education; it's no longer necessary for the decision-maker in the actual business or industry to have his own personal prejudice be the basis for the exclusion of Negro youth from skilled jobs or jobs which require education, because the public schools do a most effective job of racial discrimination at the very source. They make sure that young people coming out of ghetto schools, predominantly Negro youth, are so damaged, so scared, so inadequately prepared that they cannot hope to compete with other races for either higher education or better paying jobs.

Speculation about motivation gets us nowhere. A massive program for the upgrading of the quality of education for Negro youth is now imperative if there is to be any meaningful change in the economic and ghetto status of the Negro in America. Without such an effective educational program, all discussions about the war on poverty and all other such programs will remain essentially political slogans and become merely another cruel hoaz perpetrated upon the already powerless victims of the ghetto. We cannot hope to have any successful war on poverty as long as your society and my society continues to permit criminally negligent educational dehumanization of ghetto children. And furthermore, one cannot wait for the massive educational reorganization of the public schools in order to salvage the present generation of youth who are at present drifting aimlessly and unprepared for any constructive role in this economy or society. These young people now constitute the "social dynamite" which James Bryant Conant so dramatically described in his *Slums and Suburbs*. Under-educated, under-employed or unemployed, unprepared and rejected, they constitute collectively the stuff out of which sporadic individual and group violence, which haunts our cities, is made. They are the raw material out of which demagogues can construct the machinery for social chaos and the tragedy for self-destruction of the victims of the ghettoes themselves, or what I consider even worse, they form the basis for pervasive human stagnation, wastage and walking death of the human spirit.

A realistic and effective program to salvage these youths must be planned and implemented, not within the next few years, but yesterday. The minimum ingredients of such a program must include a crash program of compensatory remedial education in reading and arithmetic designed to raise the level of achievement in these basic subjects to that minimum point, at least, which would make possible the specific job training which would be realistic and successful. At present, it would neither be realistic nor meaningful to refer the majority of Negro youth for jobs which would require education or special training and skills. I am saying, that we need a program to prepare the majority of Negro youths for job training because our educational institutions have been so criminal, inefficient, have perpetrated upon these children such destruction, nothing that would have been tolerated by any other group of human beings in the society who would have had the power to prevent it.

To repeat: by and large the public schools in ghetto communities have made these young people educational and human casualties. I still (and here is my optimism) believe that this tragedy is remediable. But remedy is possible only if we dare to face the enormity of the problem and to implement as quickly as possible realistic programs which will correct it. Together with the compensatory remedial programs, it will be essential to develop effective on-the-job training programs where we place these youngsters on the job even before they are ready, where the on-the-job training program is the integral part of the remedial program, wherein these Negro youngsters, who can no longer be stimulated or motivated by telling them what's ahead of them, you know, something that will happen tomorrow, they must be placed now and they must learn not before the placement but in the actual placement what is required of them by way of dress, manner, speech, reliability, conscientiousness, general efficiency, if they are to succeed in the demanding world of business and industry. Such on-the-job training programs can be made possible only if the traditional walls of direct and insiduous discrimination are broken, and not broken by "tokenism." It would be disastrous to attempt to prepare Negro youths for jobs from which they are excluded on the basis of race. It would not only be a hoax but it would be storing up even more fuel for social chaos for anti-poverty programs or youth development programs to offer Negro youth hope which the society is not prepared now to fulfill. Negro youth cannot now be saved by promises; they are cynical, they don't believe in tomorrow because the yesterdays were so devastatingly cruel. If their motivation to learn and to achieve is to be increased, it must be aroused and sustained by concrete demonstration of acceptance and by there being provided evidence of their opportunity to succeed.

The pattern of broken homes, absent or ineffectual fathers, directly reflects the poor education and the under-employment of the Negro male. There is no hope for the stabilization of the Negro family, a necessary prerequisite to the eventual destruction of the coercive and involuntary aspects of the ghetto, short of a massive upgrading of the education of Negroes and a realistic and effective program for opening up job opportunities, and any appeal to the masses of Negroes to have stable family lives, for the fathers to stay with the mothers and the children which does not address itself to the basic roots of this is again at best pious, platitudinous hypocrisy on the part of people who should be better educated than to engage in that kind of nonsense. The instability of the Negro family directly reflects the historical and contemporary economic oppression of the Negro. It is an inherent part of the ghetto and reflects the same forces of indifference, prejudice and racial cruelty which determine the existence of the ghetto itself. What is even more tragic is that the family instability reinforces the sense of powerlessness of the people of the ghetto and makes it difficult for them to mobilize the energy and the effort required to demand and obtain effective education for their children and increased economic opportunities for themselves and their youth.

So far, the civil rights struggle has addressed itself to the more concrete problems and more flagrant forms of racial injustice, such as the denial of the Negro of the right to vote and racial segregation in public accommodation, transportation and recreation. In the north, Negroes have tended to use techniques of direct action and demonstration to seek some redress to the more obvious evils of de facto segregated schools, but for the most part, northern Negroes have tended to mobilize their efforts to obtain racial justice primarily through legislation. The existence of laws banning discrimination in employment and housing in New York State and other northern states are indications, at least to me, of the limited success of this approach. An analysis of the actual consequences of legislative and judicial decisions make it increasingly clear that this approach, while providing the important function of removing the legal supports for racial discrimination, does not deal directly with the problems of the more insiduous and indirect forms of racial discrimination which pervade the north and which make possible the perpetuation of Negro ghetto with all of their pathologies. In spite of very strong laws against discrimination in employment and housing the exclusion of Negroes from certain white collar and skilled jobs and the exclusion of Negroes from white urban and suburban communities--and I should add, the token presence of Negroes in institutions of higher learning--these remain the stark realities of the life of Negroes and whites in the north and in New York State. Skilled craft and construction unions for the most part still continue to exclude Negroes from their apprenticeship training programs. Public officials, whose duty and responsibility it is to enforce the laws, seem powerless to achieve anything other than token compliance and it remains the responsibility of the Negro, who believes he has been discriminated against in employment or housing, to take the initiative in seeking even minimal redress. I'd like to make it clear to you, I presume that you are all forthright and honest and do not want to evade any of the important aspects of this symposium, no Negro in New York State can take for granted right of freedom access to employment or living which any white with whom he is economically equal, can take for granted. Every Negro, no matter who he is, including Ralph Bunche, must take the initiative to see that he has the rights that the other American citizens have. Even the legislative victories that we have so far won still require the individual Negro to fight as a Negro for matter-of-fact rights which others may take for granted.

So far, there is no massive mobilization of the power of the federal or the state Government to eradicate patterns and practices of racial exclusion from American life. The examples of progress offered by those who insist that racial patterns in America are improving are, from where I sit, examples at best only of tokenism--an occasional individual Negro who has been brought into a business or an industry or an institution of higher learning is offered as an example of our relentless march towards racial democracy, or an individual Negro or a small number of Negroes who have been admitted to an apprenticeship training program of a union which previously excluded them. For example, the sheet metal workers union has now admitted one Negro to the apprenticeship training program after 76 years of its existence. This, I suppose we will soon have news stories about as an example of great progress. These examples are generally offered as evidence of an increasing trend for the acceptance of Negroes where they have been previously excluded. This optimistic view tends to be reinforced by pointing to the fact of the legislation, including the Civil Rights Act of 1964, and judicial decisions which indicate that our society is gradually but effectively moving away from racism and is becoming more and more racially inclusive.

There remains however the serious question of whether any of these examples are relevant to the pattern of the day-to-day lives of the masses of Negroes who are still and in increasing numbers concentrated in urban racial ghettoes, whose children are still being criminally under-educated, whose youth and males are still massively under-employed and who remain literally prisoners and victims of the pathology and the neglect of our urban ghettoes.

Federal, state and local wars on poverty promise hope to the economically oppressed peoples of the rural and urban ghettoes. The advocates of this approach to the amelioration of long standing economic inequities in our society contend that it will be a major positive factor in the resolution of the American racial problem. This might be true. It is my considered opinion, however, that it can be true only under certain conditions, namely, 1) if these poverty programs be free of direct political control. If it is not possible for such programs to be organized and implemented with government funds without direct local political control and intervention, then one must expect minimum changes in the actual conditions of the oppressed peoples whom these programs ostensibly are designed to help. This seems to be true because it is not likely that realistic politicians will permit public funds which they control to be used for purposes of organizing the poor in ways which might threaten or result in the rejection of the existing political structure in their community. Obviously, local politicians hold their offices within the context of the existing social, political and economic system; they were successful within that system. If it is essential for any meaningful change in the condition of the poor that they the poor be organized to address themselves to a pattern of political abuses which their predicament reflects, this in itself must mean conflict and tension and threat with and for existing public officials. This is a key dilemma which so far people in Washington and interestingly enough, even our social scientists in our educational institutions have not dared to face directly and I presume primarily because of our desire, our wish, our enthusiasm that something really serious be done for the poor. 2) To be effective also, anti-poverty programs cannot take the easy way out of supporting and increasing existing social services. The social service, social agency saturation of services approach does not, it seems to me, address itself to the key and substantive problem of the predicament of the poor. It is an easy and deceptive position to maintain that the lot of the poor and oppressed peoples would be meaningfully improved if they were given more of the available social services, such as more welfare, better recreational facilities, more pingpong tables, better community or settlement houses etc. The present complex of problems of the people of the ghetto, problems which develop and are intensified in severity in spite of a proliferation of social services, suggests that the traditional social worker--social services approach is no longer, if it ever was, relevant to the ability of these people to change their lot and their actual condition in life. In fact, I sometimes believe that social services as traditionally administered rather than ameliorating or adjusting themselves to the key problems of the poor and the residents of the ghetto tend to reinforce the basic sence of dependency, powerlessness, acceptance of beginning. This sense of powerlessness and defeat already dominates the lives of the people of the ghetto and the poor. I think it would be better if they had no social services than to have this type of social service, which they seem to think is the general type, which contributes to their sense of dependency and powerlessness.

If there is to be any meaningful change in the lives of the people of the ghetto, it must come about, I believe, through finding the method by which the latent power of these people as human beings can be mobilized, organized and directed toward constructive social action and desired social change. These people themselves must be the instruments for change in their predicament. Somehow they must be saved from stagnation and despair and continued defeatism on the one hand and from the cynical exploitation of the demagogues on the other. The people of the ghetto must be taken seriously. They must be respected for their humanity and their potential and the responsible society must provide the necessary fuel and machinery for realistic changes.

The ghetto--the physical ghetto, the psychological ghetto must be destroyed. Specific programs in the field of education, employment, political education, community development and programs for youth can be real, meaningful and effective only if they are conceived and implemented within the context of the mobilization of the resources and the energies of oppressed peoples themselves to be the instruments for the administration and implementation of the program. These programs will be meaningful if they provide the people with the experience and the ability to use their power to change their condition because only experiences of group success lead to the increase in the actual and psychological strength necessary for further success. It builds in these people a sense of self-respect, self-confidence, without which their lives remain ones of unrelieved humiliation. The civil rights struggle utilizing the people who are the victims themselves as the instruments of the struggle must be tied to success because as these peoples' doubts seem that they can be successful in changing aspects of their lives because of psychological feedback which makes it possible for them to be more effective and more successful later on. This is pretty much of an insatiable process that we are involved in. And furthermore, and here is the predicament of the ghetto, this opportunity for demonstration of success through social action, social climbing on the part of the people themselves, their ability to face conflict, and proceed in spite of it, will not only lead to development of a sense of self-respect involved but paradoxically because black and white, privileged and underprivileged, are tied together in that macabre dance of disease and death which we call American racism. Respect gained by the Negro will elicit from others respect, even though at times, grudging and this respect is essential to the Negro and the white identities as human beings. Only through effective social action and visible social changes brought about primarily through the efforts of these people themselves--and hopefully supported by those more privileged people who still have the capacity for empathy--can we hope ever to remove the walls of the ghetto, can we hope to release its human hostages and to remove that ghetto which is created inside of each of us as long as the ghetto outside remains the symbol of man's inhumanity to man. Only when this is done will the necessity for the ghetto no longer exist within you; when the ghetto is destroyed, can there be an affirmative answer to that most anguished expression of the human predicament, "Am I my brother's keeper?"

UNDERSTANDING YOUTH FROM THE GHETTO -- A SYSTEMS APPROACH TO TRAINING AND DEVELOPMENT

*DON K. HARRISON**

INTRODUCTION

It would be fortunate and even appropriate for some if all this ghetto unrest could continue unnoticed and perhaps even ignored. The complexity of the situation seems to elicit from many the same feelings associated with Pandora's Box. But if we were to lift the lid and take a good look, would we be as overwhelmed and shocked as has been imagined?

If you feel that the current disruptions and unrest has its origin in the 1954 Supreme Court decision and that this is a phenomenon of the past 10 or 15 years, I submit that this is to ignore reality. What we see happening in the urban centers of the major cities is the accumulative results and effects of over 300 years of societal behavior. I refer to the period of enslavement of minorities, the devastating effects of discrimination in all phases of life as it relates to the economic, education, religious and political. In effect, what has happened is that America has created a monster--wittingly or unwittingly--which it is now having difficulty controlling. Although I would advance that a sufficient body of knowledge already exists about how to solve the problem, I seriously doubt that we are ready to solve the problem which will require a great commitment of financial, economic and human resources.

The youth in the ghetto is exposed to the same mass media--radio, television, movies, newspapers--all of which have helped to establish quite clearly in his mind that he is on the "short end of the stick." The youth in the ghetto looks around him; he looks at his parents and grandparents--all of whom he feels have been "brainwashed." I am sure you are familiar with the Protestant Ethic. Paraphrased, it says, "If I work hard, save money, go to church, I will inherit the Kingdom." I doubt that the ghetto youth is very much concerned about the "Kingdom," but rather he would just as soon have his while he is on earth. As he looks at the members of his family, he sees quite clearly that the pursuit of the "American Dream" has failed to project his family out of their dire circumstances. Sure, his parents have worked hard, but they have achieved very little in the way of material gains. I doubt that the youth in the ghetto is the only youth that is caught up in the unrest, particularly when I think of the unrest that is taking place on the college campuses among the youth who come from the suburban, middle class backgrounds. It would seem that the unrest that is being witnessed is merely symptomatic of the concern that several members of society are raising about "the system" as a whole.

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What is the ghetto youth's response when we ask him what all the noise and rumbling is about? Why is he out on the streets wandering aimlessly sometimes stirring up trouble, maybe even rioting? What is his problem, and what does he really want?

For those of us who have been in the field long enough and have talked with these "troublesome" youth, a typical response might be dramatized in the following manner:

> I want out of this mess I'm in. You know . . . maybe you don't . . . it's not black against white. It's those that don't have against those that have. And I ain't got a damn thing. I keep talking about getting out. My friends keep talking about getting out. We've told our teachers we want out. (They already know, because we don't come to school.) I've told my parents I want out. (They seem to want me out, because they say I've got it better than they had.) Seems like everything and everybody, including my parents, wants to keep me in. But I know there ain't a whole lot going for me here. I want out there where all the action is. I know I've got to have a whole lot more going for me just to get out, to say nothing of being in competition. If someone would only tell me how, I'd like to try for a piece of that action, because it means real living, not just existing.

He says he wants "a piece of the action." Let's consider the action he's talking about. Is it the same action you and I talk about? Could it have something to do with living as a part of an opportune-ridden middle class society? Is that where all the action is? Is that where you find nice homes, big enough for a little privacy . . . in nice neighborhoods with grass, trees, and safe places for children to play . . . good cars and nice, new clothes . . . good schools with sound educational programs and good teachers . . . good jobs with opportunity for advancement, security, and good pay . . . family vacations? Is that the action for the ghetto youth and for you and me? Possibly we have a lot more in common with him than we thought.

Then what's the stumbling block? Assuming that the needs and desires of ghetto youth are not "way out" and actually sound pretty reasonable--why doesn't he just go ahead like the rest of us? Perhaps the answer lies in just what he told us: maybe he really doesn't have enough going for him, and he really doesn't know how.

Let's examine his situation more carefully. Generally it is one of three. First, a high school dropout, discouraged by the school scene, seeing no future in it--what's ahead for him? What jobs are available for him without further or remedial training? Secondly, the youth with his high school diploma and ready for the world of work--but who wants him? What's he trained for? Does he possess any skills which make him a necessary member of the industrial scene? How's he going to have a piece of the action if he can't get a decent job? Thirdly, the youth who completes high school and sees a real need to pursue his education in order to get into the competition--who's going to fund him? Will he know about getting scholarships and who does he know that could help him? Any one of those predicaments would negate his chances for a piece of the action.

THE SCHOOL DROPOUT

The ghetto youth is reacting to the dilemma in which he finds himself, for he is ill-equipped to function in the labor market and is bitter because he has not acquired relevant, marketable skills during his stay in school. He is disgruntled because he is aware that he has little chance for entering apprenticeship training programs. How does he know this? His friends who left have not been able to enter such programs because he has seen them move into dead-end, low skilled and low paying jobs. Isn't it rather strange that many of the youth who are "school dropouts" and "pushouts," enter into the military service and progress to become high-level technicians through military training programs? These are the same individuals whose school achievements were poor. It seems that this should raise serious questions in the minds of educators as to the effectiveness of the educational system in meeting the needs of the ghetto youth.

There are many apostles of doom who assert, "These kids can't learn" or "these kids are unmotivated." Quite frankly, I feel this is an admission and expression of our feeling of helplessness and inadequacy to deal with the business of educating the youths. I perceive that this is a response to our own inability to shift or unwillingness to experiment with innovative instructional techniques and methods. This may be a response to our utter frustrations with the bureaucratic "red tape" that prevents or discourages those of us who like to design, develop and implement innovative programs.

The inner-city child is responsive. He has learned. The major problem is that we do not yet have a curriculum that depicts the things he has learned so that we may be able to start from where he is. Quite possibly these youngsters do look different and perhaps behave somewhat different from the middle class majority, but the key issue in looking at the ghetto youngster is the importance of not confusing "difference" with "defect."

A premium is placed on developing the faculty for abstract thinking and generalization. Some feel that the ghetto youth does not possess this capability in any significant quantity. Based on personal experiences in working with the "school leavers" it has been observed that many tend to operate better in terms of the concrete. However, how many of us take the time to take a specific situation and assist the individual to develop his thinking, starting from the specific, and proceeding to the general? This requires a certain amount of self-discipline within ourselves for it would require an ordering and structuring of curriculum in such a way that the youngster can proceed sequentially from the more simple to the complex which would minimize the amount of confusion.

THE HIGH SCHOOL GRADUATE

Although many youths are being graduated from high school and possess a high school diploma, the high school diploma apparently has lost much of its meaning. For example, reports are widespread about the number of individuals whose achievement level is sixth, seventh, and eighth grade although they are holders of a cherished, middle class symbol--a high school diploma. How would you and I feel, if after staying in school and getting the high school diploma that we are unable to gain admission to a college or university of our choice; or that we are not "qualified" to enter into an apprenticeship program; or that we are not "qualified" to do other kinds of jobs that we see majority group members enter into and who are similarly circumstanced with respect to their education? I wonder if you and I would take this all very passively, without an expression of some kind of resentment in one form or another? The ghetto youth is asking for an explanation of the term "qualified."

THE LACK OF FINANCES

It is a well known fact or at least it is generally accepted that the inner-city youth has little in the way of financial resources to pursue training or education beyond the high school level. Sure, there is more money available in the way of scholarships and other forms of financial assistance, but in talking with many of these young people, they become just a little irritated about having to "go through all of those changes" of filling out long applications and following the bureaucratic "red tape" of the system, just to get turned down.

A lot of sound-thinking people have already thought of and acted upon possible solutions, some successful and some not; however, one of the most innovative approaches to dealing with school dropouts is offered by the systems incorporated into a program which deals with the problem as it stands. Of course the idea of applying systems is no longer rare, and I refer to the June, 1969 issue of Educational Technology (2) which is entirely devoted to contributions of individuals concerning various systems approaches; however, the uniqueness of the particular systems which are discussed here lies in its insistence on a very positive approach. It deals not in backgrounds or what could have been, but utilizes only those elements necessary to help establish futures. It is a definitive approach for the structuring and control of systems in order to produce a set of prescribed human behavior.

Northern Systems Company, a wholly-owned subsidiary of Northern Natural Gas Company of Omaha, Nebraska, designed, developed and implemented its training with a young adult disadvantaged population under a U. S. Department of Labor MA-1 Contract. Utilizing these three geographical areas--southwest, west, and midwest--three training centers were established in Houston, Los Angeles, and Detroit. A description of the training systems will be furnished, but only the Detroit experiences are reported here. Major areas that will be covered are: 1) Systems Design, 2) Systems Components.

SYSTEMS DESIGN

"Systems" as used in this paper merely refer to a structure or organization that shows interrelationship of the parts or the necessary steps that are required to be accomplished in order to achieve sub-goals and major objectives.

Building a systems in the social science is a lot more complicated than in the physical science; phenomenology is not so clearly defined nor do nice, neat formulas exist. In designing the system, there were four major steps that were followed. It was necessary to:

1. Specify the objectives
2. Specify and determine the functions necessary to achieve the objectives

3. Specify the systems components that would most effectively perform each of the functions

4. Determine the value of the measurable dimensions of each relevant component

A systems approach is based on the fact that any vocational skills consist of a finite number of critical job tasks to be performed. For example, in developing the vocational training lines in our Washington Job Center, we consulted with experts in the vocations to be analyzed and our training specialists compiled a list of the critical tasks comprising a skill. These tasks were then sequenced from the most simple to the complex. Each task is then analyzed for its critical sub-task and these are also sequenced in order of the complexity.

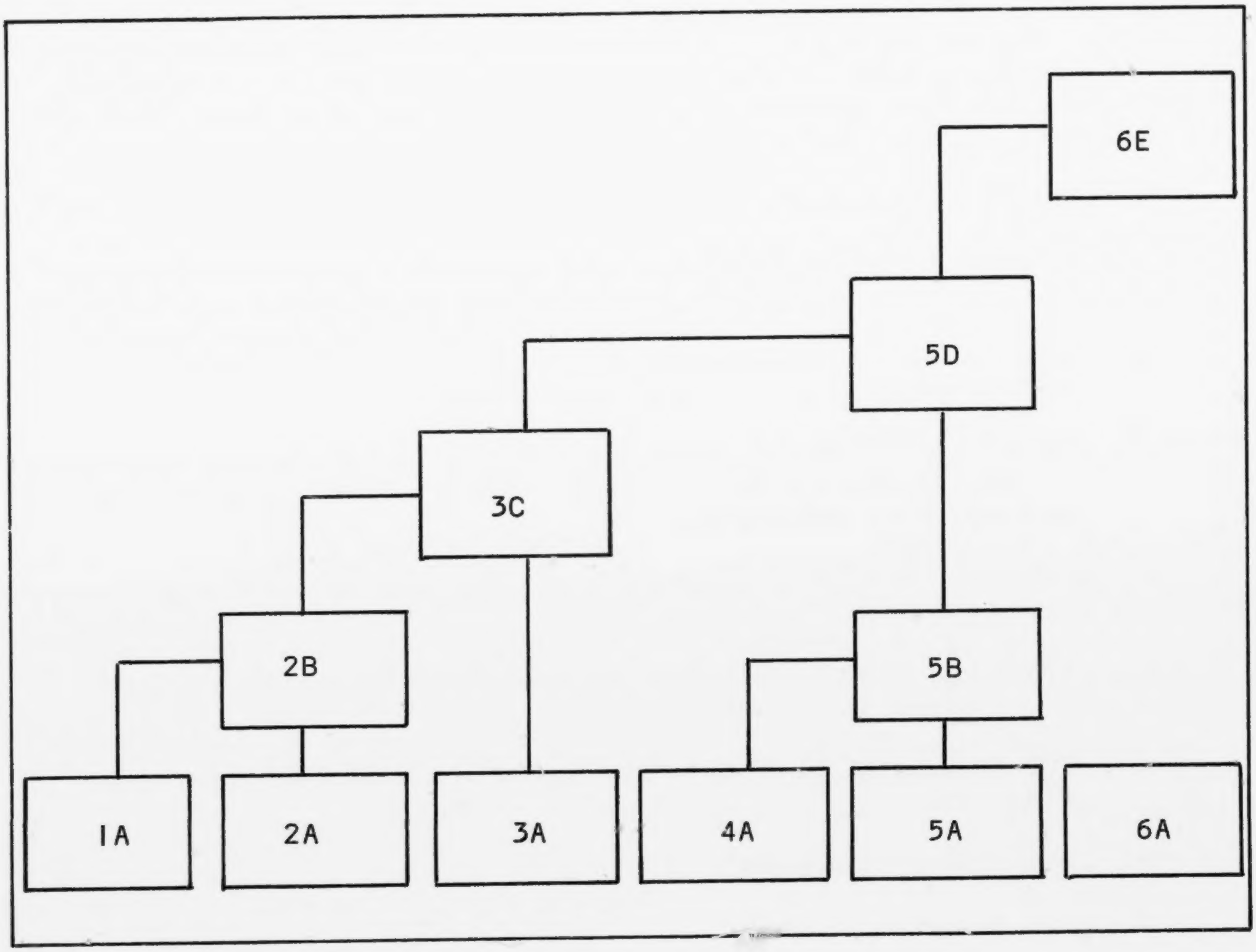
The major objective was to recruit long-term unemployed individuals and guide them in the development of behaviors essential to acquiring and holding meaningful employment. As in the design of a television set, a block diagram and schematic may be used to display interrelationships among functions. Northern Systems Company employs the "lattice technique" which structures relationships, starting from the simple to the more complex. A "lattice" is a graphical network which displays the objectives, sub-objectives, and elemental functions of a system, and indicates the interdependencies of all system elements. Each system function or objective is represented as a single cell in the lattice. The cells are arranged hierarchically so that elemental system processes appear sequentially along the base line; resultant sub-objectives appear as "ridge line" cells above and to the right of their constituent functions; and the overall system objective is shown at the extreme upper right of the lattice. A lattice may thus be read either "analytically"--i.e., downward and to the left--to identify the elements of any function, or "synthetically," in the opposite direction, to follow the programmed sequence of a system operations. There are three basic kinds of cells in a lattice as depicted in the diagram on the following page.

1. Base line cells which depict action. These are the cells in Row A.

2. Intermediate resultants, which are interim events that must occur to reach the final objective. Rows B, C, D, show these.

3. The resultant cell, in position of 6E is the functional objective or concept to be accomplished.

The activity occurring in cell 1A and 2A creates the resultant presented in 2B. The resultant 2B when combined with the action in cell 3A develops cell 3C. The rest of the lattice



similarly is organized to establish a picture of the interrelated activities required for the creation of a particular concept or project.

Any resultant cell along the so-called ridge line of the lattice is described by the cells below and to the left.

The implementation of the lattice to the project's objective will provide a work breakdown structure, sequentially related work units underpinned by a system for allocating and budgeting time, man hours and dollars. The lattice, as a management and control device, will provide the design group and project staff with an ongoing assessment of the extent to which the project has reached its budget and performance objectives at any point in time.

The lattice also allows for flexible management decision-making. The program plan may be changed as required to reflect changed circumstances and the insight gained in evaluating the activities while the program is in progress. Thus, dynamic planning and programming continues throughout the life of the program. Furthermore, the lattice delineates the functions that must be accomplished in order to develop the desired behaviors within each of four behavioral dimensions that are essential for job success. These are:

1. Basic Job Skills
2. Communications Skills: the ability to understand; improve verbalization; improvement in reading and writing
3. Social Skills: the ability to relate effectively to supervisors, peers, and subordinates
4. Stress Tolerance: the ability to tolerate the stresses of the world of work without resorting to some form of maladaptive behavior.

SYSTEMS COMPONENTS

The training system for the long-term unemployed includes the following major components:

1. The training line consisting of a series of learning stations
2. The "Back-up Class"
3. The Remedial Class
4. The Social Skills Seminars--"The Winning Games (TWG) and individual counseling--behavioral oriented

    a) The Training Line--the backbone of the system; it is simulated job environment, consisting of a series of physical learning units called learning stations or "tool stations." At each station units of tasks are added, following the principle of proceeding from the simple to the complex. The fact that trainees can realize success immediately, furnishes a motivational thrust in an individual whose previous experience has been fraught with failures and with a population that has been characterized as "immediate-gratification oriented." Accomplishments at each station are visible and concrete and trainees are able to perceive success. Trainees must demonstrate proficiency at each "step-off point" in a simulated job-related context with regards to 1) manual skills, 2) communications skills, 3) social skills, and 4) stress tolerance. Monitoring, a requirement of each trainee, assigns him specific teaching responsibilities at each learning station. This provides for increased status and reinforcement of learning. The training method employed is the Six Step Method of instruction. The Six Step Method, a "conditioning learning process" involves:

Step One: Instructor Demonstration

The instructor demonstrates the task to be performed, at normal speed, while discussing the relationship of this task to others prior to and following it in the learning sequence. The trainee observes his actions and listens.

Step Two: Instructor Talk-Through

The instructor repeats the task, this time at very slow speed, and repeats the step-by-step process, verbally. He may stop at appropriate points to allow trainees to inspect his actions. Trainee observes, listens, and asks questions related to the process.

Step Three: Instructor-Trainee Talk-Through

The instructor performs the procedure again, while the trainee repeats verbally the step-by-step procedure. The instructor corrects any errors in the trainee's verbalization.

Step Four: Trainee-Instructor Talk-Through

The trainee verbalizes each procedure. If correct, the instructor performs the right action. (Note: The instructor does NOT demonstrate or verbalize the wrong procedure at any time.) The remaining trainees in the learning group observe the learning trainee and ask questions.

Step Five: Trainee-Talk-Through

The trainee steps up to the equipment, verbalizes each step, then performs the required actions. The instructor observes and listens, making corrections where necessary. The other trainees in the training group observe, listen, and ask questions.

Step Six: Graded Practice

The trainee performs the procedure without coaching or assistance, and is required, within three trials, to perform the required task at industry speed and proficiency.

b) The Back-up Classes--The back-up class, which comprises the second system component, is closely correlated with the learning stations. Using the trainee project as the principle activity, trainees learn what to expect at upcoming learning stations. Tasks that must be carried out to complete projects that are highly proceduralized--from statement of project objectives to specification of activities required to accomplish the objective.

c) The Remedial Classes--Although each trainee has been evaluated as to reading level, when progress is inhibited by his ability to read or solve mathematical problems at a learning station, the system "ejects" him. Becoming aware of his own skill deficiency, he is enrolled in remedial reading or math, the third system component.

d) Social Skills Seminars--Referred to as the "Winning Games" sessions, these consist of 100 prepared scripts which dramatize problems that trainees are likely to encounter on the job. Trainees portray the characters and act out the situations in the scripts. Appropriate solutions are reached with the Social Skills Seminars furnishing the trainees practice in decision-making.

THE "OPERANT CONTEXT" AND RE-INFORCEMENT

Northern Systems Company utilizes an approach to training that encompasses both the systems technology and behavioral science. The systematic design of learning experience and the isolation of specific items to be learned enables trainees to respond directly by minimizing extraneous stimulation through the "control of the stimulus field." "Operant conditioning," in its rudimentary form states that the probability of any given behavior occurring again is increased if this behavior results in a reinforcement (reward) for the action. The reward to reinforce behavior found in the system may be considered to occur in three general forms:

1. Creature Comforts

   Money at the end of each day during the first three days in the program for attendance. Better equipped and furnished lounges (from a lounge with old furniture and no rug in Level I, to carpeting, new furniture, and television in Level II.)

   Northern Systems Company has used monetary rewards in an effort to minimize the high rate of dropout reported in many Manpower programs. At the end of the first day, the trainee is told that if he returns the following day, he will receive a check the second day. This is repeated as previously indicated for the second and third day. The point is to try and get him "hooked" in the system, and familiar with the group of trainees who entered at the same time. The reinforcement schedule is then spread out so that the trainee delays gratification by getting his check on a weekly basis. New trainees are permitted to use lounges that are not very lavishly furnished, while advanced trainees have a lounge that is paneled, has upholstered chairs and contains other comforts and status symbols.

2. Increased Privileges

   Permission to go on special trips or to participate in special courses.

3. Increased Status

   The most significant increase in status is the trainee assuming the role of monitor or teacher to fellow trainees.

ASSESSMENT

The original requirements under the U. S. Department of Labor MA-1 Contract were to train 450 unemployed persons and place 300. This had been accomplished six (6) months before completion of the Contract. Final results were 538 enrolled and 404 job placements. The remaining 134 or 25 percent did not complete training or were not placed for the following reasons. (3)

A.	Medical	53
B.	Military Service	2
C.	Institutionalized or Incarcerated	5

D. Others		74
1) Poor attendance	13	
2) Disinterested	10	
3) Extreme misconduct	4	
4) Personal problems	24	
5) Moved from area	23	
TOTAL (of A., B., C., and D.)		134

One year or more after placement, on a random sampling of 50 persons trained and placed under this contract, 70 percent were still employed. (4)

REASSESSMENT

The value of a training approach lies in the examination of results. The one experience reported here, and necessarily simplified, would seem to indicate at least two positive conclusions.

1. That a system approach with built-in reevaluation steps provides automatic check points which necessarily nullify possible wasted time and effort on part of the trainee or trainer.

2. That long-term unemployed persons can benefit from a training program which does not rely solely on psychological and sociological investigation of the individual, but rather insists on necessarily preparing these persons to participate in the welcome "action" of the middle class society through successful employment.

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The opinions expressed in this paper are those of the author and do not necessarily represent the views of the Northern Systems Company.

WHAT MAKES AN EFFECTIVE VOCATIONAL EDUCATION TEACHER IN AN INNER-CITY SCHOOL--
A TEACHER'S POINT OF VIEW . . .

*AUGUSTA S. HATTON**

If I were a new teacher, starting to work this September and had to follow me around for these first few weeks of school, I might change my mind about teaching--probably toward the business world where you see secretaries walking out of offices at 4:30 or 5 p.m. with the best-selling novel tucked under their arms and looking as fresh and pert as when they went to work that morning. They are ready for a leisurely evening at home. Teaching school, to me, when I first started, was challenging, exciting and stimulating, all the things used to entice people into the profession today. Teaching in an inner-city school is challenging and exciting but it seems we have to work too hard to make it so. As a new teacher in a smalltown school, I envied the experienced or "seasoned" teacher because I thought they always had everything under control, knew all the answers and turned out successful students--ones who not only had high ratings on their regents examinations but who also went on to higher learning and seemed to succeed there, too. It is now 17 years later and even though I have 13 years of teaching experience and am starting my fifth year as a distributive education coordinator, I still feel I have so much to learn with so many questions going unanswered. Thirteen more years might not prove adequate.

It would be best to describe being an effective vocational education teacher in three parts: 1) What is this inner-city really like? 2) What does the vocational education teacher have to do that is different? 3) What can you do as administrators and educators?

Let's take number one. All of us think we know what an inner-city is like but how many of us have actually spent a good deal of time there studying the areas, seeing the big changes, and feeling that you would like to stay and make a living there and get to know the people better. Many of our teachers in our own school do not know of the community which surrounds us. Many arrive down one or two streets after leaving the expressway and at the end of the day they travel back down the one or two streets and onto the expressway again, leaving the school and the community behind. They might teach typing to eighty students even though there might be only 10 jobs in the whole immediate area. They can be satisfied because they taught typing, lesson by lesson, to students who appeared in class with fairly good attendance and gave E's to ones who didn't. This is all that is required of us, however, and many of us fulfill our jobs of teaching by performing only the necessary tasks. We no longer live in the age where the teacher must be a part of the community. I thought I knew the community but I was lacking much information in many areas until I started coordinating and the community became one of my classrooms. In the last 10 years those of us who have stayed on at the school, have seen, literally, an almost abrupt change before our eyes. We saw long-term residents of single homes and multiple dwellings move out of the area and saw transients come and go ever since. I see large groups of teenage boys on many corners during school hours. In many areas empty bottles, cans and paper begin to litter the streets. The majority of the complexions of our students changed from white to black. Many of the children had attended five, six or seven schools previous to attending our school. Our absenteeism began to soar and is still on the rise. Tardiness to the classroom is also rising. It seems that every weekend classroom windows are broken or the school is broken into in some manner. Our students have not yet rioted or "marched out," the problem many city schools are facing across the country. The immediate areas of business where I do some of my coordinating with the employers have every conceivable street crime, even in broad daylight, such as mugging, armed robberies with actual shooting, prostitution and loitering. Iron bars and gates have been installed on doors and windows of stores and businesses. Little, if any, interior and exterior improvements have been made. A few, new, fast-service eating establishments have gone up on some of our main arteries, but the help is mostly inferior. Our only main, modern shopping center has not cooperated with us on our co-op program. The two main stores with whom we would love to work still draw their young employees from two of what I call our outer-city schools, the schools in the areas where most of our original community moved, if not to the suburbs. I realize that the managers are still thinking that the community reflects the types of students I would send for training. The other excuse is that they have satisfactory dealings with the outer-city schools which are within close proximity by bus even though our students walk to the stores. Managers in national retail stores located in inner-cities seem to change jobs or are transferred so we keep hoping. It is true that our surrounding community leaves much to be desired but the block clubs, federal programs, parent-community organizations and schools are constantly working for improvement.

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If deterioriation continues as it has in the past in a few years the problems will become completely depressing and insurmountable. We hope and work for change.

How can one be, or try to be, an effective vocational education teacher in a school located in such an area? After 10 years a few of us are still trying.

Distributive Education covers the fields of merchandising, marketing, and management. Having the coordinator's program, I usually have two prep classes and the one co-op class with no duty, two preparations periods and coordination time from 12:30 to 3 p.m. This sounds simple enough for any teacher to follow but I have found it is extremely time-consuming because to adequately prepare these students vocationally takes more than 40 minutes of a class period with them each day.

My day at school starts around 7:15 to open up the DE room to allow students the benefit of a quiet study area that many do not have provided for them at home. Co-op students are scheduled on an early block program and have no study halls giving them time for their work station training in the afternoons. Many co-ops use this time for their class preparations. Students' personal problems are numerous. Counselors with 300 to 400 students each cannot begin to handle the individual needs of the students. Whenever they can find you available and willing to listen they come and unload. Problems of a serious nature are referred to the proper counselor by me with follow-ups and reports of progress where necessary. In the early morning the usual topics arise: racial prejudice, family problems, money problems or plain homework or school problems. Rapport in the classroom is much easier if contact is made outside of class in some kind of meeting other than for discipline or required makeup.

Getting back to the fields of merchandising, marketing and management that must be covered, one realizes that a very realistic approach has to be given. Our textbook is used, but merely as supplementary material even though it is used often. How can a DE teacher start talking and discussing large department stores and their services and shopping centers and one-stop shopping when the students see only vacant stores, a few supermarkets, little mama-papa stores, barred doors and windows and, literally, not one attractive, clean, up-to-date window display. A few stores in the area still wrap some customers' merchandise in newspaper. Everything has to be approached from the very, basic beginning and gradually the later methods and practices of good retailing are introduced later.

Do you know of one text that covers retailing in an inner-city? It's very easy for the new teacher who takes the textbook and starts with chapter one, then chapter two, then chapter three, then perhaps give a test on the three chapters and perhaps require a project such as setting-up-your-own-store type. When projects are due, 50 percent or more might not have completed these because most homes are not equipped for students to work on outside projects and the community does not lend itself to desire a setup for a new business. Most homes are lacking in regularly prescribed magazines and, more and more, I find the daily newspaper is missing, too. That teacher can justify her E's to the principal, the parent, to the student who failed the test though the teacher reviewed each chapter in class and assigned the questions at the end and gave them an extra week to complete the project. She can't really justify the E's to herself. Sooner or later it gets to her and she is like many considering the situation impossible and either slacks off in her preparation and enthusiasm and puts in for a transfer convinced the students cannot learn or grasp any presentation.

Inner-city schools are old and run-down. Once in awhile a fresh coat of paint is applied to the walls but they look fresh for about a year and then back to the same appearance. That new DE teacher who might have been trained in a suburb or an outer-city school with built-in showcases and walk-in closets will be in complete frustration in a DE schoolroom such as ours. The woodwork is dark; the windowshades do not work; there is no place for manikins if we did get them.

The office in the rear is the department head's and the rear closet is shared by the DE department (two of us) and about eight business education teachers. You can imagine the steady flow of traffic in and out of the room every period. We have to work with that room to change its appearance, to make it pleasant, to make it a good room in which to study. The other DE teacher and myself have tried, but not too hard, to keep permanent marks off the tables and chairs. We have the majority of the classes in the room. We are proud to say that our six-year old chairs and tables are clear of any permanent marks. Students, any students, regardless of background and training, seem to appreciate willing, concerned, ready-to-put-in-extra-time teachers and they have ways of showing it. We feel this is one of the ways even though it takes some reminding. Visit some schools in your area, brand-new schools, and take a good look around you.

We realize there are more federal funds for the vocational field. We also realize that these funds have to be stretched a long way now that cities' depressed areas are on the increase. There is absolutely no space for extra equipment. It took five years before the school administration let me move to the larger room we are in today. It is double the size of the original room that supposedly served as the DE room for twenty odd years. I filled the small room with bulletin boards, displays, fixtures, and stands I was able to beg from retailers who were closing out.

We also stored up large amounts of reference books and every available pamphlet and folder on merchandise and fabrics we could find.

Our new room is getting too small and I am hoping that in the next year or two we can knock out a wall and set up a regular store and leave the remaining room for classroom space. There are all kinds of ways to get extra rooms, materials, and recognition. I show the administration I like my work and the school. I personally attend almost all the football, basketball, baseball games, track-meets, cross country meets, swimming meets that do not interfere with coordination work in the afternoon. I volunteer for senior play duty each semester and provide the ushers from our co-op class. I attend community meetings with our parent association, sometimes being the only teacher there out of 100. I sometimes represent the principal at our police precinct community meetings and have done volunteer work around election time when a school millage bill is on the ballot. I know you might think this is apple polishing but I would like to get that extra room for a training store. In about a year and a half I'll have the plans formulated for presentation to the principal if she is still here. We have had five principals in the last six years, another condition pertinent to inner-city schools--the changing of principals.

We pursue vocational education in an inner-city school much the same as in any other school--preparing students for the world of work. We might have to spend more time in some areas but we cover the same topics and procedures. In our co-op class, for example, we not only cover related instruction in general subjects such as display, advertising, business organization and management, cash register operation, we also have the individualized instruction relating to the students' training stations. John Jones, who works for a wholesale cheese company, however, is aware of Frank Carter's problems at the shoe store. No problem is isolated with the individual students. The whole class benefits from each other's hurdles and how they were jumped. The whole class knows how to lose a job, and they know who lost their job and why.

We put our heads together and have a good lesson on how to keep a job with rules devised for the rest of the training students. With the unique situation of picking my own students for the co-op class, I always choose a variety of racial backgrounds. In that class with our problems, and we have many, we become one--by October or November everyone works beautifully together. I feel this is a great lesson because we have many groups active in our community that are entirely opposed to this type of operation but most of our black students work for white training supervisors and race does not seem to be their problem yet in the five years I've had this co-op program at this school.

Field trips are planned for the prep classes but the co-ops' working situations and their sharing of working experiences are like field trips. We attend all city and state DECA functions and have sent a representative to the national convention for the last three years. We are again planning a fund-raising activity to send our president to national DECA but we are hoping to have a state winner for one of the contests and plan to send them, too.

To teach cooperative vocational education in an inner-city school one has to love children and not mind the close contact with them nor the extra overtime that must be spent. I personally feel it is important to accompany every student when he goes for his first interview. I send them home early from class; they change into the proper clothing for the interview; I come along soon after to help them approach the working world. Many of them do not need this extra help, but many of them do.

If you can remember the community which I described in the beginning, try to picture someone who has never ventured out of this type of area for their whole 16 or 17 years. It was unbelievable to find the large number who never traveled downtown, never rode on a train and some, never been out in the country. The car becomes a classroom on our way to the interviews. The coordinator can never stop being a teacher.

I did forget one thing. Each year we do plan one field trip, a social one, however. One group goes to Niagara Falls on a train trip. The benefits are multifold. They get to ride on a train, eat in the dining car, visit a foreign country, see farms and country life on the way, and, of course, see one of the seven wonders of the world. We usually invite other students along to make our group a little larger. The trip is usually planned on a non-working day. When we cover budgeting, they are not only encouraged to set aside savings for future use but funds to use for their own enjoyment such as travel. A few slides and movies shown at this time of the places I have visited receive undivided attention and, again, there are many lessons obtained from these because I take these slides and movies with my future classes in mind.

There are so many ways to use one's imagination to start wherever one finds herself or himself and work upward. The teacher who wants to work with Lesson 1, then Lesson 2, is going to find herself alone. Those of you who are really interested in teaching this inner-city child, finding how they are different even though most of them want to learn and respond to good subject matter presented in a realistic way should actually spend two or three weeks or more every single day following that vocational teacher around making detailed notes of every word and movement. If someone would like to spend some time with me, I know our principal would approve.

No matter how well a teacher who was to be visited made her plans during that three-week period her actions for that time would eventually be topsy-turvey normal. You might end up at the police station investigating a student who has been picked up near the school (this would be a favor for the principal). You might step out into the hall with her to investigate the commotion outside the classroom door and be in the middle of a knockdown fight between two boys over a comb. You might see the problem of teaching students who can make change of $4.53 out of $10.03 instead of out of $10, especially students who have attended 10 different schools and each time have been "passed on." You might have to sit in close proximity with her in a tiny office interviewing a future co-op who has strong, offensive body odor and numerous, visible cavities. You might visit a training station where a trainee was having difficulty and when the student is confronted he says, "Nobody is going to tell me what to do!" The employer is ready to give up the whole co-op program. Reading and hearing about these happenings is not the same as actually experiencing them. Those of you who are in teacher education have the same invitation open to you. That brings me to my last part.

What can administrators and teacher-educators do? I would like to list my own, personal recommendations based on my own experiences with two student teachers and 10 years' observation in an inner-city school.

1. Require more guidance and counseling courses, more than just an offering of adolescent psychology that describes problems but does not tell us how to handle them. Teachers are well-prepared in subject matter for the classroom but no teacher is exempt from duties that involve study halls, the lunchroom, the hallways, or outside the school.

2. Require more practical bulletin board displays and decorating of rooms. This should be imperative that not one, but many displays should be a requisite of the student teacher. The majority of the inner-city schools are old and the vocational rooms need extra attention.

3. Training in an outer-city or suburban school should not qualify one to teach in an inner-city school. My college training was based on the former two. I have felt my way along, as many others are doing now. Subject matter should stay the same but methods of presentation are very different.

4. Require additional courses in how to teach remedial grammar, reading and arithmetic. We have specialists in our school for our very deficient students in these areas but what can one do with 2700 students in the school body!

5. Teaching does not come natural to most of us. That teacher placed in the inner-city school should be tops. We have broken in many new teachers and then the suburbs soon attract them with their talents and we start all over again with new material to break in again. Instead of boards of education being obligated to place the teacher on tenure after the usual three years, new teachers should also be placed under some kind of obligation. Look at the record of one- or two-year teachers leaving and going to the suburbs from the big city high schools. This leads to more instability.

6. If we are preparing teachers to teach school, how many of us keep our hat in the ring? Take a class once a semester or every other semester. I forget most of my problems over the summer and start back each September with big ideas. In a month, I am back to realization again.

On second thought I would not like to trade places with one of those secretaries that I mentioned in the beginning who had a best-selling book under her arm as she left the office for the day and a fresh look. Even though she might get flowers from her boss once in awhile her flowers couldn't mean any more to her than the corsage one of my co-op students, a busboy at a banquet at our big convention hall in Detroit, gave me. Corsages were given to all the lady guests and Cross pen and pencil sets to the men. With the approval of his mother he gave the corsage to me and all day long I proudly answered why I was wearing it.

The notes of this talk were written with the pen and pencil set he wanted me to have. We are not to accept gifts from students unless it is impossible to turn them down. The boy received no more favors than I would ordinarily bestow on any student. The best present of all that a secretary would miss would be to receive a smile from a student who finds a job through the co-op program, a smile from a face that hasn't smiled for months. When that happens, especially on a day when everything goes wrong, the smile gives you such a lift you don't mind staying in that school--no matter what happens.

WHAT MAKES AN EFFECTIVE VOCATIONAL EDUCATION TEACHER IN AN INNER-CITY SCHOOL--A SUPERVISOR'S POINT OF VIEW

*BENJAMIN WHITTEN**

The recognition by vocational teacher educators, that they need to address themselves specifically to the task of preparing occupational teachers to work effectively in the inner-city schools of our nation is a sign of hope for me and for others like me who have responsibilities for programs of vocational education in America's cities.

For too long a period of time it has been felt that the philosophy, psychology and methodology of our instructional programs would adequately meet the needs of all pupils, urban, suburban, and lower class and middle class, poor or affluent, black or white. After all, vocational subjects were perceived to be the most meaningful and relevant subjects in the entire school curriculum. In addition, vocational educators had been successful for several generations and in two national emergencies in preparing people to perform the jobs that were needed for national survival.

A profile of the "good teacher" who was able to teach all children effectively was developed, accepted and used as a model to prepare those who would enter the classrooms of the nation. Had there been enough "good teachers" to staff the schools throughout the country it is entirely possible that our present crisis would not exist. Those of us who come into daily contact with classroom teaching in the public schools of our country realize full well, however, that truly good teachers are in short supply. They always have been scarce. Tragically, many of them shun the schools of the inner-city where even the best of them must use all of their professional skills and resources in order to overcome the handicaps of the boys and girls who need so much help.

In addition, during the past decade the schools in our large cities have lost many of their clients who were easiest to educate--the well-motivated, middle class, white and black children from economically independent, comfortable, stable homes. They have been replaced largely by the children of families, predominantly black, whose motivation and educational skills are marginal. These children bring to the schools the frustrations and hostilities that result from ghetto life that is characterized by inferior housing, slum prices, unemployment, discrimination, crime, and poor schools.

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For many of the inner-city residents the learning of marketable skills for employment while in secondary schools is almost a last chance for a productive life. Dropout rates are high, and too many of those who leave school at age 16 fail to find any employment at all. At best, they develop a personal accommodation for daily idleness that is almost impossible to overcome. Far worse, others turn to crime, dope and sex for survival.

Because economic independence results from stable employment in occupations that have a future and pay a decent wage, the inner-city schools have an obligation, in my opinion, to assure that all of their students are educated for meaningful jobs as well as for further education. Vocational education teachers, therefore, can play a major role in preventing today's student from becoming tomorrow's hard-core unemployed person. Indeed, they must perform their teaching activities at a level of competence never demanded of them before so that the inner-city student who fails, or becomes a dropout, is a rarity.

Fortunately, there is now available for the use of teacher-trainers, supervisors and administrators of vocational education programs a body of knowledge about teachers and teaching for inner-city students. Empirical studies and formal and informal evaluations of special projects for disadvantaged persons have yielded new insights into what contributes to success--or failure--with the target population. We know more than ever before about what qualities a teacher must have and what instructional practices he must use to achieve success with inner-city youths.

We who work as supervisors of inner-city programs of vocational education now have some rather specific guidelines for evaluation and improvement of the educational program that is our responsibility. Some of our guidelines are general, and apply to all teachers and programs. Others relate more closely to vocational education.

A supervisor is concerned with helping to make everything that happens in a teacher's classroom contribute to the maximum growth of the pupils. Generally, he uses "keys" from which he forecasts probable results. But his observations over a period of time should make him aware of all the important components that contribute to success with inner-city children. He looks for applications of psychological, social, educational and physical prescriptions that will overcome poor verbal skills, low reading ability, belligerent attitudes, undeveloped study skills, limited concept of the world of work, weak self-image, failure orientation, poor motivation to learn, and unsatisfactory interpersonal relations. He also must be aware of the teacher's success in utilizing the students assets--such as price, non-verbal skills, physical strength, group loyalty, and SOUL.

Teachers and pupils accomplish educational objectives by interacting. They are human beings and must relate to each other in a positive fashion for optimum results. Our new knowledge of inner-city residents heightens the concern of the supervisor for the feelings, attitudes and prejudices of their teachers which are impossible to hide entirely, and which often condition the learning endeavor.

The key that the supervisor looks for with regard to the teacher's feelings is ACCEPTANCE; acceptance of the pupils as they are. Some people, and unfortunately, some teachers, find it impossible to really accept as worthwhile human beings children who are black or poor, children who have standards of morality and behavior that are not middle class, children who fight and steal, children who lie and curse, children who are dirty and smell bad, children who destroy property, and children who don't seem to care about school or teachers.

The attitude of some teachers is that "these children" somehow are not worthy of educational opportunity. They view them as somehow being sub-human. When distraught they may refer to them as "animals." Generally the children embarrass, frustrate, bewilder, anger, defy, frighten, shock and incense teachers who do not first accept them. Teachers in turn express their rejection by being cold, critical, indifferent, angry, sarcastic, and apathetic. These feelings of teachers cannot be completely hidden from the students--the teacher cannot control his expression by word, act or gesture.

Teachers "tell" their supervisors that they reject slum children and their parents by their statements about them--often made in the presence of the children. In superior tones they say: "I'm not surprised about him, his father is in jail"; "He comes from a bad home situation"; "He shouldn't be permitted to come to school until he learns how to talk to teachers"; "That boy in the blue shirt isn't worth all the time we have to give him."

Inner-city children, like other human beings, react most favorably when they are accepted and valued as persons. Emerson stated this principle most succinctly when he said "the secret of education lies in respecting the pupil." Acceptance, respect, understanding, compassion and empathy are prerequisites for success in inner-city schools.

Supervisors of inner-city school programs are concerned about teachers' expectations for their pupils. We have known for a long time that what is called "socioeconomic status" is a very important factor in school success. It appears to have the same effect all over the world according to Robert Hutchins. In every country the children from the best homes go farthest and are most successful in the educational system.

Why is this so? One reason may be that the schools are set up by and for the middle class regardless of actual location or clientele. The pupil from the slums finds himself confronted by an alien culture in school. He has a hard time getting adjusted; he falls farther and farther behind, and finally drops out. This is the normal process in this country.

To abolish the slums, to get children away from "bad" homes, to make all homes "good", or to remodel the schools so that they reflect the homes in the slums--these are all vast undertakings; and the last, at least, is highly dubious. But can the problem of the alien culture faced by the disadvantaged be solved in any other way? If it cannot be solved, then the disadvantaged child will continue to fail in school unless he receives an enormous amount of "compensatory education" by way of individual tutoring. Even that may not work.

Professor Robert Rosenthal of Harvard and Lenore F. Jacobson, principal of an elementary school in San Francisco, have published in "Scientific American" the results of an experiment offering hope of simpler, cheaper and more effective methods. These methods involve nothing more than changing the expectations of teachers.

The central idea of the experiment was that of the self-fulfilling prophecy; that is, that one person's prediction of another's behavior somehow comes to be realized. The experimenters chose at random about five children in each class of a south San Francisco school and told the teachers that these children could be expected to show unusual intellectual gains in the coming year. The difference between these children and the rest of their class was entirely in the minds of the teachers.

The children were tested throughout the year. The results indicated strongly that children from whom the teachers expected greater gains made such gains. When asked to describe the classroom behavior of these children the teachers said they had a better chance of being successful in later life and were happier, more curious and more interesting than the others. They were also more appealing, better adjusted, more affectionate and less in need of social approval. In short, they were better in every way.

A horrifying aspect of the results was that the most unfavorable ratings were given to those children in low-ability or slow-tract classrooms who gained the most intellectually. These children had dared to behave contrary to the expectations of their teachers!

The experimenters say: "Evidently it is likely to be difficult for a slow-track child, even if his IQ is rising, to be seen by his teacher as well adjusted and as a potentially successful student."

Here may lie the explanation of the effects of socioeconomic status on schooling. Teachers of a higher socioeconomic status expect pupils of a lower socioeconomic status to fail.

A second experiment involved black children who were bussed from Harlem to suburban New York classrooms. The receiving teachers were told that the potential of some of the children was much greater than the evidence warranted. However, their achievement, according to teacher reports at the end of the experimental period, matched the predictions made for their accomplishment.

Enough evidence is now in our literature to force us to agree that a teacher's faith in the ability of the learner to master the work is essential to the learner's (and teacher's) success. It is a key that supervisors look for.

Inner-city children, whose lives and school careers are histories of failure, need teachers who believe in their ability to accomplish. They need every positive influence possible so that initial and minor successes can be sustained and applied to major goals in the school program. A teacher's attitude influences his own as well as his students' behavior. When he begins with the assumption that his pupils are capable of mastering his curricular responsibilities he then extends himself to make it happen, and he holds himself responsible if it doesn't occur. Initial pupil failure, or poor achievement, then leads him to modify and improve his teaching rather than throw up his hands with the face-saving thought that failure is just what he expected from "these kids." Just as apathy from teachers begets apathy from their pupils, hope generates hope, and faith generates faith.

What inner-city schools don't need is teachers who continue to use the old cliches to get them off the hook for their failures. Supervisors know that a problem in this regard exists when teachers statements degrade their children's work and their potential. "There's not much you can do with them"; "They'll never catch up at the rate they're going"; "There are only a few good ones in this whole school"; "If they can't read they can't learn to be an electrician"; "How can you run a high school program with kids who can't do simple arithmetic?"

The teacher attitudes that underlie the foregoing statements make all of us know how well students will achieve with those teachers. It also tells us that the teacher will never accept responsibility for the failures of the children. "Those who fail just didn't have what it takes for success" is the excuse they will offer.

Faith in the ability of the student to achieve success sets the stage for both the teacher and student to remove all of the obstacles that might be present. Every inner-city child needs teachers with this orientation.

Individuals differ. How often have we read and repeated these words! Why is it then that some teachers approach their jobs in the inner-city schools with the feeling that there are no "good guys"--that everyone wears a black hat to go along with his black face? Tragically, some teachers, and I use the word loosely now, believe that ALL inner-city children have low IQ's, read poorly, are below grade level in arithmetic, have loose morals, hate school, steal, fight and evidence all of the negative characteristics that one can imagine. Nothing, of course, could be farther from the truth. All inner-city children aren't anything but children.

Many inner-city children have one or more of the characteristics that result from the quality of their lives in the ghettos of our cities. Within those same ghettos are many youngsters with outstanding ability, that has been developed despite the negative influences that are present. Some, thankfully, are free from any of the qualities that have been used in our descriptions. The controlling fact is that individuals differ even if they live in the inner-city. Teachers who work with inner-city children must realize that to teach them effectively, they must first get to know them as individuals. Then they must provide educational opportunities for each child that take into account his individuality, the positive as well as the negative factors.

Children have always learned as individuals despite our development of mass teaching procedures. With some populations mass instruction has yielded acceptable results, but we will never know how much better our results would have been if an individualized approach had been used. For well-motivated, middle class youngsters in the suburbs mass teaching may still work. It has failed miserably in the inner-city with poorly motivated students. The "all Chinese look alike" approach needs to be discarded as we work with urban children. Stereotypes are false gods that will inhibit our success and prevent us from accepting children as human beings who have the ability to learn. Inner-city teachers, because of all the emphasis devoted now to descriptions of ghetto youngsters, must be particularly alert to focus upon the individual child and his uniqueness.

Many youngsters leave school because it bores them. It bores them partly because their time is wasted. In some instances they can be absent for a day or two, or a week, and return to find that the other students have not moved ahead and their absence was not important. Unfortunately some vocational teachers help youngsters to waste their time.

Several months ago as I worked with a group of teachers who were preparing to offer additional vocational courses in their school system, I learned that one teacher had planned to use the first two weeks of automobile mechanics shop time in a classroom "getting the kids ready to work in the shop." They were going to learn about shop regulations, shop safety, caring for equipment, wearing "proper" uniforms, and the like.

My reaction was: "like hell they'll be learning these things." Instead I believe they would become restless, disinterested and just plain bored. They would hear so much about rules and regulations that they wouldn't want to go to the shop when the orientation ended. In all likelihood they wouldn't remember much of what transpired in the classroom anyway, so the teacher would have to continue to go through the same information, bit by bit, when it was really needed in the shop. What a way to waste time--and kill enthusiasm!

One can go into other occupational laboratories sometimes and find teachers waiting for students to get quiet so they can call the roll. Sometimes they wait for five or 10 minutes--or longer. What a waste of time!

Cleanup in some shops starts 15 or 20 minutes before the end of the shop period. Individual students spend from five to 15 minutes just waiting for the bell to ring after they have finished their cleanup assignment. What a waste of time!

Inner-city children (and others too) need to have teachers who value their time. They need people who will make every minute count toward achieving some identifiable goals that will make them better able to get and hold decent jobs.

Identifiable goals that are understood and achievable by the learner must be at the core of the instructional program for inner-city children. Their vocational education teachers must accept the concept that each occupational training laboratory provides many avenues for a person to enter meaningful employment that offers opportunities for growth and improvement. Teachers need to look at careers and then structure their work so that students can improve their potential for employment at higher levels as they complete the various segments of the training program.

As inner-city vocational teachers plan their work they must identify the related entry jobs that require minimal learning and then require that all students master this minimal, short-term program in whatever length of time it may take them as individuals. Additional levels of competence must be structured, the resulting level of employment identified, and instruction planned for students to achieve these levels of competence, also at their own rates.

The objective of such "ladders", or levels of competence, is to assure that the students become employable by virtue of having completed portions of programs and not have their only hope of employment tied to the completion of a two, three, or four-year course. The completion of a year or a year and one-half in a particular vocational course should have prepared a youngster for some level of employment where his value to an employer will be enhanced because of what he has learned during that time. Longer periods of time spent in training should result in skills that open more opportunities or lead to better initial remuneration. To structure the vocational subject without these sub-goals is to hold the "carrot" too far away from youngsters who have difficulty focusing on long-term goals. Some are going to continue to drop out of school, but programs structured by the teacher that anticipate this will result in the dropout having saleable skills and becoming employed.

Earlier it was pointed out that inner-city children had certain strengths as well as weaknesses. One's adversary in the boxing ring would concentrate on his weaknesses in order to defeat him. Some teachers, vocational teachers included, prepare their instructional materials as if they were trying to defeat inner-city children. They center everything around reading, using books and other materials that their pupils find too difficult to master. They aim their teaching at the students' weakness!

The successful teachers, while not ignoring the need to do a minimal amount of reading, look for other ways to accomplish their objectives. The use of audio-visual materials, demonstrations, practice periods, games, visitations, and loads of performance capitalizes on the strengths of poor readers. These are action-oriented kids in many instances, and the teacher who forgets this does so at his own risk. The frustrated reader finds something to do that isn't in the course of study! Vocational teachers who work with inner-city children must use many instructional techniques to accommodate the learning styles of all their kids.

Life in the inner-city can be rather grim for children. A tense, threatening school environment can be the proverbial straw that will tune them out from contemporary society completely. Inner-city teachers need to provide calm, pleasant, business-like learning situations if they hope to unlock the doors that prevent their clients from learning. Sarcasm, disciplining a student in front of his classmates, mass punishment, and other dehumanizing acts can make a shop or a classroom a hated location.

Teachers who are humane, who accept their pupils as worthwhile human beings, who plan for individual students, who have faith in the ability of their pupils to learn, who use their pupils' time profitably, who provide short-term or sub-goals, and capitalize on the strengths of the pupils are the people that supervisors would like to see in every inner-city classroom. Training programs that will prepare teachers to function in this manner are desperately needed if education is ever to achieve its. promise to help all of the people to live a richer life.

TEACHER PREPARATION FOR INNER-CITY SCHOOLS

*SAM P. WIGGINS**

You have heard Mr. Kenneth Clark's address on "The Sociology of the Ghetto," and you know that his principal laboratory for study has been the Metropolitan Applied Research Center of New York. From Mr. Donald Harrison and Miss Augusta Hatton, you viewed youth in the ghetto through the experienced eyes of a systems director and a vocational classroom teacher of Detroit. Then your focus of observation shifted to Baltimore, as you heard Mr. Benjamin Whitten present his paper on the vocational education teacher from a supervising director's point of view. Concluding this series of presentations, I have the privilege of thinking with you a bit about preparing teachers for the urban community, with what I should perhaps regard as a Greater Cleveland bias. Your professional experiences and circumstances, on this and previous occasions during this seminar, will serve you well as you filter out any irrelevant or untrue remarks of mine as far as your own leadership role is concerned wherever you practice your professional arts and skills.

You know there are no recipes that work uniformly in this business and that each simplistic panacea brings on new ills. Yet there must be some valid, useful generalization for extensive applications. I think there are, and I will attempt to suggest a few of them to you. There are no experts who have discovered the whole truth. There are many medicine men within and outside our profession, both peddlers of theory and charlatans of practice, but the successful men and women I have come to respect in schools and universities are characterized by their incessant desire to keep on learning, by an evident awareness of their own limitations and by a reluctance to prescribe, in particular, for the other fellow.

I have learned from a number of these professional people, as well as from parents and youth of the Metropolis who have a great deal to offer as teacher trainers, if we can only learn to translate their insightful but ungarnished ideas into operational theories. This observation leads me to my three initial assumptions, from which I want to move into the main course of my remarks. They are these:

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1. A teacher trainer is anybody, of any age, that a teacher can learn something from, if it's worth knowing in the performance of the art and craft of guiding learning.

2. Our hope for progress in institutionalized education has to be pinned on the development of a theory emerging from thoughtful practice (i.e., applied research) more than upon the application of basic test tube theory to practice. The fault in the lack of progress in teacher education may not be so much in the theoretical constructs as in their application, but unless the theoreticians are willing to stick around to work out their theories, their theories may prove in practice to be counterproductive. (I recall the quip, a generation ago, that the worst enemies of "Progressive" education were their fool friends. The zealous misappliers of good theory do give it a bad name.)

3. The schools of America can no longer be viewed as a sanctuary, a hiding place for adults who prefer the stagnant backwaters of society to the turbulent stream of a dynamic, restive nation. In the cities and the suburbs, the schools have a societal responsibility to harness the human power of that stream, and they are being pulled into the mainstream of social forces, like it or not.

THE COMMUNITY IN SEARCH OF SELF

We cannot prepare effective teachers unless we have determined, with some reasonable level of confidence, what we are preparing them to do. To talk about mod and pod architecture, differentiated staffing, or sensitivity training, or programmed learning built on behavioral goals outside such a context is the ultimate in spawning cults of futility. We must pick up useful cues for teacher education wherever we can, studying an urban community divided against itself, a community agonizingly in search of a meaningful identity--wanting to become a self-sufficient, natural open community instead of being an artificial, economically or socially dependent and isolated one. It is not only the skeletal structure or the outer skin or even the bone marrow of the community that is of central concern in education. It is the flesh and blood community we are concerned about in education, the one with a heart of aspiration and despair, of love and hate, of joy and anguish, of affluence and poverty in an unhealthy symbiotic relationship. A Fordham University group expressed the point aptly: "Although urban problems cannot be solved by the school alone, they cannot be attacked at all until the schools are functioning effectively, assuming the wide variety of educational needs of an urban community."[1] My footnote to that observation would be the obvious one, that unless the schools demonstrate their interest and ability in grappling with the here and now education problems of the local and larger community, the community will be forced to seek a viable option in other social institutions, established or yet unborn. As I see the city of Cleveland belch out its thousands of day residents to their suburban night residences each afternoon, I am reminded that the only natural entity is Greater Cleveland, not Glenville, or Cleveland Heights. They are only sub-entities, interdependent live parts of the metropolitan organism.

As Mr. Clark described the sociology of the ghetto, we may view it also as a kind of sanctuary. In his classic treatise, *Dark Ghetto*, he described Harlem as a colony of New York City.[2] In considering the dynamics of the ghetto as it "weeds out" individuals of competence, it strips them of effectiveness in the ghetto as they violate its taboos, thus contributing to the "self-perpetuating pathology of the ghetto itself." If Mr. Clark's analysis is correct, I see the American ghettos in rapid transition, and we are in danger of social retrogression as we yield to the panacea of full separatism and local control, whether it be in rural Appalachia, or downtown wherever you are. If the bloodstream of communication is arrested for long, the body dies. As these lines are written, I see the headlines of the recent Cleveland Plain Dealer (August 6) "GLENVILLE IN SIEGE, LEO JACKSON SAYS"--In this instance, a city councilman and a national board member of the NAACP and Urban League reported that the Glenville area of Cleveland was in the hands of an army of occupation "that roams the streets beating people and robbing business places," and names a self-styled rabbi as leader of the army, branding his tactics in seeking irrevocable black owned McDonalds hamburger franchises, as "blatant extortion." And I see the headline referring to an attempted assassination of a Negro Civil Rights leader: "BAXTER HILL CALLED TARGET OF BLACK FEUD" (August 12). I wonder if the Ghetto is struggling to free itself from itself, and how the rest of the organism can help in the effort. (I do not claim to know, but I do get the impression that the term Uncle Tom has recently taken on a twisted meaning. Now it appears to be used as an epithet against a Negro who insists on doing his own thinking rather than becoming an Uncle Tom to a new master to keep from being called one.)

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[1] Harry Rivlin and Valda Robinson, *The Preparation of Urban Teachers: A Syllabus, Working Paper/One*, Washington American Association of Colleges for Teacher Education, 1968, p. ix.

[2] Kenneth B. Clark, *Dark Ghetto*, New York: Harper and Row, Publishers, 1965, p. 174.

What causes violence in the city and what does this have to do with teacher preparation? Violence does not spring simply from poverty, because the recent period of violence has come on the heels of unprecedented relief from poverty in America. It is not simply racism, because studies of looting have shown, after King's assassination for example, that many looters had never even heard of King or what he stood for. It is not simply family disorganization, because there was no disproportionate share of participants in acts of violence and looting from what we conventionally classify as disorganized families--(One could quarrel with the convenient bases for such classifications, for example, the father absent family.) All of these simplistic diagnoses are refuted in the recent report of the President's National Commission on the Causes and Prevention of Violence. That report cites the basic need for a social policy that supports "optimal individual development and adequate socialization of the young. Failure to do so, the report continues, "constitutes social violence, resulting in damage to individuals, groups and the society, which is far more harmful and lasting than overt physical violence."[3]

Within the city, we had one Cleveland high school in such a state of disorganization and danger that $1,000 daily was spent, over a period of weeks, for securing protection of person and property--to keep the school open. In that community, most residents are a transient population. In another urban school, where disorder was imminent, the parents themselves organized a "corridor patrol" system to keep sons and daughters, their own and their neighbors' children, in a state of order if not in a state of readiness for academic learning. This community, not affluent by any means, was principally one of homeowners with a less mobile population. The stereotype of the inner-city and of the people in it simply does not fit. The dark ghetto, the blond ghetto, the unmelted pot ghetto of an ethnic diversity all make up the city and when you get to know the individual children of the inner-city, they are not "that kind" of children any more.

So what kinds of teachers do we need for such a city? Teachers who recognize socialization--coping with personal and interpersonal problems, as a fundamental in education.

1. We need teachers who are, in that context, mentally and physically healthy. Otherwise they will not help with the socialization problems of life and schooling, but

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[3] Hugh D. Graham and Ted R. Gurr, *Violence in America*, New York: Signet Books, The New American Library, 1969, pp. 423-427.

will become a part of those problems and compound them. If they have deep personal problems of socialization their pupils will be their victims more than their pupils. The teacher fleeing to urban schools to escape his problems is like a mentally ill patient practicing psychiatry. His patients may be good therapy.

2. We need teachers who have learned to cope with mini-crises, who are relatively secure in the face of them and ingenious in avoiding them without loss of integrity and honor or of classroom behavioral control.

3. We need teachers who themselves are competent students of the social system of which they are a part and of the role of their social institutions, the school, established to serve it.

4. We need teachers who are concerned about the community and its adult and youthful citizenry--and know how to show it--as well as being concerned about themselves, their careers, their security and their right to personal privacy.

But a community needs more than friendly relations, because an aggregate of the citizenry who are undernourished, or who eat at the pleasure of a capricious welfare system are not free men and women. They are bound by the chains of economic slavery. Julius Nyerere, of the United Republic of Tanzania, raised the question of the society that new free nation was trying to build. He asserted that it should be based on three principles: "equality and respect for human dignity; sharing of the resources which are produced by our efforts; work by everyone and exploitation by none."[4] He was arguing for an education for self-reliance as a cornerstone for building a society. He was talking about rural East Africa but his remarks hit home in downtown Cleveland, and they ring just as true in one place as another.

If we are concerned about the ills of the urban community then we are principally concerned about the socialization process. Like "This old hammer," we are occupied with problems of freedom and justice, and love between the sisters and the brothers throughout the metropolis--not just within the ghetto. We are concerned about education for self-reliance, to use Mr. Nyerere's phrase--a community of self-sufficient individuals. Thirdly, we are seeking a system where the school and other social institutions and agencies are reaching out together to help all of the citizenry, whoever and wherever they are.

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[4] Julius K. Nyerere, *Education for Self-Reliance*, Dar Es Salaam, Tanzania, Government Printer, 1967, pp. 5-6.

SCHOOLS IN SEARCH OF SERVICE

In Tanzania, the schools have served, historically, a colonial purpose. In essence, they were designed to pay homage to the socially elite and to learn servile roles in relationship to it. The rare individual who pursued the literary rituals with verbal accomplishment might move into the upper class--or even the affluent caste. Just as poverty was generated to some degree by the insensitivity of the affluent, so were the schools designed to teach ornamental knowledge, rather than useful social and economic skills.

To a regrettable degree, the public schools of America are caught in a parallel system, serving as institutionalized colonies for the University community. Even some of the more community oriented teacher training programs, for example, are still functionally unaware that they are trying to get ghetto parents "involved" in preparing "trainers of teacher trainers" for college bound secondary school youth, currently about 18 percent of urban youth of college age, rather than youth who are headed for the world of work through vocational and technical education. Although this laudable concept of school-university-community parity has a built-in system for the conventional academic disciplines of Arts and Sciences, it has assured no representation, not to speak of parity, in giving attention to teacher trainers outside the colonial fields--but only those respectable courses that are looked upon with favor by college admissions officials.

Maybe the suburban schools can afford this luxury, although they are short changing their children if suburban youth learn a disdain for any socially useful occupation. If they are deprived their equal rights to vocational-technical education they become the disadvantaged. In any event, the urban schools surely cannot afford to overlook their direct responsibility to their service community. Every year of schooling must have a here and now usefulness for children and youth, so that when a child drops out of school each year has been a good investment of his time, in terms of socialization and self-reliance. I would surmise that a curriculum built on this premise, rather than the unrealistic delayed gratification concept, would result in fewer dropouts along the way and more high school graduates ready to move adequately into post-high school education and work, as the Eight Year Study demonstrated years ago that they could do regardless of the choice of Carnegie unit courses. The urban community school, trying to be of maximum service, has three specific functions to perform for its community, with all the help from the community it can get in the process.

First of all, there is an adult information and education service function. The local school and/or school system should operate its own educational "Quickline." Citizens should be able to call their school for information, when they do not know where else to turn. The school cannot provide the many services of other agencies, but its own inventory of community agencies and services should help citizens find out what services exist and how to avail themselves of their services. When needed services do not exist, the school's role should be to organize adults for needed social action to provide them. The school should not itself move as a partisan institution for action, but should provide forums, and serve as a catalyst in promoting social action in the community interest. Maybe this sounds like school meddling in politics. It is--statesmanlike meddling. The plain fact is that it is only a reciprocal truism. If we achieve an optimum level of citizen participation in school affairs, then we also need to achieve an optimum level of school participation in civic affairs--to raise the adult levels of appreciation and understanding--and to show how any community--through constructive, legal channels can exercise a level of power it never thought it had. We have to prepare teachers to support the concept of that kind of school, of changing the schools' character and image within the establishment as well as beyond it.

Secondly, we need a school that stimulates intellectual curiosity and satisfies it in the guidance of learning--in various areas of man's knowledge and his arts. This means the credentialled teacher is a coordinator of learning--helping children to learn from each other--and bringing adult citizens to teach children, in informal ways, the many things they know that children would really like to learn.

How to repair a bike
How to iron a dress
The gimmicks of advertising
How welfare works
How a daily newspaper is made
The truth about lottery tickets
What Dow Chemical does
The languages of Cleveland
What are motorcycle clubs for?
How to shoot pool
Where can I get legal advice?
Who runs the schools?
Recreational opportunities year around
What's the latest on the draft?
How to read magazines and newspapers
Laundromat costs vs. washing machine
Truth in lending
Black and white policemen
Picking good TV programs
Library services for the family
Where to get part-time jobs and how to hold them
What the AA does

Salvation Army and the Y
What vocations have the best employment outlook?

Don't tell me we cannot teach these things because not all the kids need to learn them, or some already know, or ask how can we make tests to be sure what grades to give 'em. Lord, don't tell me that, or I'll ask you--by the same criteria, what is left for the schools to teach?

Thirdly, from an early age, we need to help children get the sheer joy of learning how to earn money that is really their own--no matter how--just so they come by it legally and honestly. I don't know if I am talking about selling lottery tickets, but maybe I am. I am not talking about pimping; not because it isn't honest but because it isn't legal. School should also be a place where kids honestly explore the routes of achieving economic independence as well as becoming proficient at it. So school, as we know it, has to break out of its colonial mold if it is to really be a community school. One way of starting that change, without destroying the foundation of public education, is to adopt a four day conventional school week, and reserve each Wednesday for the more important things we are missing. And variations of this idea are already afoot, in Rochester, New York, for example. If this could be done, teachers could spend a half day each week with parents and small groups of pupils, getting to know them as persons, rather than as academic learners alone. The other half day could be profitably spent in professional groups for examining and improving the curriculum and instructional practices. Time does not permit elaboration here, but it may be worthy of our subsequent exploration. Here again, we need teachers who are prepared to put such time to good use rather than those who are like fish out of water except in a formal, academic instructional role. (In the primary grades, to complicate matters further, I would recommend the assurance of available paraprofessionals or reducing class size to 15 and provide two half day sections each day.)

A PERSONAL MODEL FOR TEACHER EDUCATION

This is not the place for a new syllabus on teacher education. I will only attempt to identify, and briefly illustrate what I regard to be some essential or highly desirable ingredients of a teacher education program with special reference to inner-city teaching. Let me hasten to add that with three months of further orientation, I would be confident of the success of a product of this program in a rural or urban setting anywhere in America, and with language facility, in overseas teaching assignments as well. That is a big order. In this paper I am dealing only with the professional component of that preparation.

1. Teacher selection, initially, should be accomplished as a corresponding part of the first course in education, designed to help students get a functional and academic orientation to what schools are for, how well or poorly they are doing their job and the related roles of citizen and professional school personnel in the process. In this experience, I would envision a carefully selected parent as a teacher trainer working with each five or six students, at school, in his or her home and neighborhood. I can see a specially trained classroom teacher serving similar purpose in the school. As a part of screening, both the teacher and parent should express their judgments about the potential of these students, their strengths and limitations, and this information should weigh heavily on University admissions decisions and further educational guidance.

2. During the junior and senior years, I would like for each student to engage in full or part-time work experiences in a) some community service or governmental agency, or newspaper firm; b) some business or industrial organization especially where direct contacts with the public are made; c) a full-time work experience in an urban school; and d) a full-time work experience with a rural or suburban school or an overseas student teaching assignment. In total these work experiences should amount to approximately nine months, in three month intervals on a quarter system, and the student should be remunerated at a modest level. Modest--because the cooperative work-learn experience must be preserved as being primarily a learning experience and only secondarily a contract for gainful employment. Concurrent with such experiences should be conducted credit seminars on psychological and sociological dimensions of work and learning, evaluation of the agency's activities with reference to purpose, and so on.

3. The academic strand of the program should emphasize the ends of education in terms of socialization and of education for self-reliance, with emphasis on curriculum and methods of teaching in such fields as reading, language arts, Business English and American history. I should think an appropriate way of doing this would be to organize a class representing all the academic, vocational, and pre-vocational teaching fields in the elementary and secondary schools, and grapple with curriculum balance, scope, sequence, and relevance. (Tonight I talked with a bright young college freshman from the inner-city, who said he "shudda went" to high school a little longer, since he graduated in January and waited around 'till June for College--but he had completed his four years of

high school English--including English and American Literature.) What do we require four years of English for?

4. Student teaching experience must not be permitted to become a full-time chore of learning to endure and survive classroom tedium. I would not wish to prescribe its nature, but would want to lay down three conditions. First, the cooperating teacher should be carefully selected and professionally prepared for this crucial teacher training task. Secondly, the student (or intern teacher) should be limited to a half day of fully responsible teaching on any given day's work until near the end of this experience. It should be student teaching. This condition would permit time for careful detailed planning for collection of materials and for instruction for study of individual pupil learning tasks, and for observation and participation in other classes and school affairs. Thirdly, regular scheduled time should be spent with a designated "supervising parent," and with a couple of selected pupil observers who are asked to discuss the student teacher's progress as "pupil teacher trainers" from time to time. In this way teachers could learn how to make their "Wednesday" work relevant and productive.

5. The job of preparing teachers is not completed upon fulfilling requirements for the baccalaureate degree. The University cannot leave its graduates on third base. The beginning year as a contract teacher is the most crucial and most neglected in the total training and career of many teachers. It is doubly pathetic that this should ever be the case in urban schools. It is my conviction that a one-year externship should be provided for beginning teachers, employed on approximately one-half to three-fourths time, with appropriate in-service professional practicums established to identify and work through problems of the beginning teacher together. The sequence of themes might be something like a) Classroom Management and School Learning as Process and Outcome; b) School-Community Relations and the Role of the Beginning Teacher; c) Classroom Research and Evaluation for Self-Improvement. (There is no reason, of course, why this should not become an integrated common learning sequence in a graduate degree program in a university.)

I have not dealt here with a number of important considerations. I have not examined the needed reshaping of general education to develop an educated, socially responsible and inquiring citizenry. I have not dealt with the basically important question of the content for competency in the various vocational and academic teaching fields. Finally, I have not considered the special problems and issues relating to vocational teacher preparation. I am frankly not prepared to do so. I am counting on the new director of vocational education of the Cleveland Public Schools, a general consultant for our College of Education, to work at educating me along these lines to the extent that I am educable. The fact is, you can do a far better translation of these concepts than I.

A BETTER WAY THAN MINE

I have pointed to some aspects of school responsibility for community improvement that I consider highly important. I have suggested in the school program that the fundamentals are not reading, writing and arithmetic; that they are education for true socialization and self-reliance of children, youth and adults. The three R's themselves become relevant only in those terms. Indeed we run counter to the goals of education as we inflict academic learning on pupils without a sensitivity to their drives and perceived life needs.

I pointed to a four day school week and a five day professional work week as a way of increasing the quality and levels of pupil learning and of helping schools to become more deeply rooted in community life and thought. Then I cited five ingredients of a teacher education program that I view as basic for improving learning in inner-city schools. I inferred the view that a teacher with the personal traits, the academic resourcefulness and the professional adequacy we seek for the city would do a more creditable job in suburban and rural America--or even overseas--than many teacher education programs in this country for students of the colonized college bound youth which are going about their business as usual, concerned more about respectability and being with the "in crowd" on innovation fads than about using the child himself, his social, personal and vocational needs as the beacon reference point in reshaping educational experiences for preservice and in-service teachers.

In all of this, I have not touched on the basic proposition in planning teacher education programs, that if I had my way about teacher education I would not choose to take it. Here is why.

There are many model makers for teacher education who develop their master plan only to walk away and leave it for others to work out. There are many "process muddlers," such as I am, who are working with the daily process of teacher training, in school and university, attempting to shape a model with our bare hands as it were because there is so little relevant research to guide us. We will never achieve much progress until the people who have the ideas and the people who carry them out are recognized to be, in large part, the same people or different people joined in common purpose. We shall always need specialists in computer technology, instructional materials, social psychology and the like, but they are not the masters, and the citizens, teachers and other school and university practitioners are not the slaves. They will never be compliant, let alone enthusiastic about doing the bidding of some credentialled master planners who leave them out of the policy making role in its important formative stages. Everybody knows more than anybody, as the saying goes, and my views have to stand the test of validity as they are put into the hopper with other judgments. An authoritarian view is inimical to the educational interests of the child, whether that view is an individual one or one of an authoritarian group, be it a group of black nationalists or a self-contained department of education. If teacher education is to achieve and maintain validity and vitality, it has to be a process outcome with a pooling of judgments by people concerned foremost about the building of a sense of an open community. The battle lines today are improperly drawn between the establishment and the anti-establishment. Within the establishment there is an inner struggle between those who view children as a means of serving the establishment and those--like Martin Luther--who want to change the establishment--in this instance to serve children and their communities better. Outside the establishment are those who are sickened at the smugness and hypocrisy of the establishment--in school and university--whose deepest concerns are for the health, education, and general welfare of young citizens and the older ones, like Martin Luther King. There are others outside the establishment so filled with hate, hostility and a lust for power and wealth that children are used as pawns in the guerrila warfare that is conducted, like Castro's liberation crusade in Cuba, in the name of freedom and opportunity. The mortal struggles are within and outside the establishment as well as between them, and our only viable hope is to form a coalition of forces for children within and beyond the establishment.

The job of an administrator in developing teacher education programs is intricate. He must see to the program essentials of faculty, of funding, and of facilities, but that is only the beginning. He must have some ideas of his own, but curb their implementation through the crucible of group judgment--making sure they are neither accepted nor rejected because of their source. He must work untiringly to bring concerned personnel together, from the school community and university, not only to achieve parity, but to strive for amity, a congenial but sometimes disturbing comradeship bonded by an abiding commitment to do right by children and youth--all children and all youth.

Now I ask your indulgence, in conclusion, in illustrating the fundamental point as an administrator, and sociologist--a participant observer, in efforts to reshape our teacher education program. I am in the midst of a young, rapidly growing College of Education in the heart of downtown Cleveland. We have a young, spirited, diverse and overworked faculty who are genuinely imbued with a spirit of making our programs significant. Each thinking faculty member has his own "thing," as it were, a philosophy and style unique to him or her. We are struggling with ways of doing our own things in a way that adds up in a cumulative fashion, to a coherent program for future teachers.

But teacher education is a university wide responsibility, of which we are only the designated guardians. The dean and the college should never exert their authority unnecessarily, and they should always exert it where it is necessary. We have to put our position on the table. We seek the full participation and sharing of control throughout the university among those interested in improving teacher education. We must not only say this, but demonstrate that we mean it. Conversely, we will not be used by groups unconcerned about teacher education to pervert our program for the expansion of their purposes, no matter how worthy those purposes might be. We seek an authentic partnership within the university, and I am proud of the way this spirit has already grown in our young university.

But the university is only the beginning of that partnership. The schools and the university, in a sense, take in each others washing. We are reciprocal producers and consumers of efforts at educational development. Unless we are involved in the spirit of parity--more than the legalistic letter of it--we are not getting the expression of voices and the service of competent teacher training partners, in both the vocational and the academic spheres.

We have not completed the input circuit until we have achieved continuing pooling of judgment with the community--the residential and the business community. Again, we have to welcome into the process the participation of any whose purpose is community improvement and better education. In the process, we must not be misled by the double-talk or the motives of others, who may be justifiably angry, and menacing to boot. Meanwhile, let's keep a careful eye on our own motivations.

You and I are, for the most part, teacher trainers or trainers of teacher trainers in one sense or another. In these roles the place to start is with ourselves. As we learn our lessons, we shall then be able to teach--no, to help other teacher trainers to learn as we are learning--how to select and develop socialized teachers, without bigotry and crippling stereotypes of groups of children, and self-reliant teachers who can avert or cope with anxiety and crisis, to the end that we shall get at the roots of social violence and overt physical violence. The schools, to paraphrase George Counts, must dare to enter into a new educational partnership with the community to build a new open social order.

Now you can see why, if I had my own way, I'd be a fool to take it. There is a way far better than mine.

REFERENCES

1. B. Othanel Smith and others, *Teachers for the Real World*, Washington: American Association of Colleges for Teacher Education, 1969.

2. Roy Wilkins, "Violence is not the Answer," and other articles, *Crisis*, 76:5, May, 1969, (Official Publication of the National Association for the Advancement of Colored People.)

3. Norita Aplin; Shirley Seaton; and Juanita Storey, *The Negro American: His Role, His Quest*, Cleveland: Cleveland Public Schools, 1968.

APPENDIX A

Seminar Program

NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR

October 20-23, 1969
Deauville Hotel
Miami Beach, Florida

SEMINAR PROGRAM

MONDAY, OCTOBER 20

1:00 P.M. - 8:00 P.M. REGISTRATION

2:00 P.M. - 4:00 P.M. STAFF AND COMMITTEE LEADER MEETINGS

8:00 P.M. OPENING SESSION

Purposes and Objectives of the Seminar

Dr. Aaron J. Miller
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Keynote Address

Dr. Martin Essex
State Superintendent of Public Instruction
Columbus, Ohio

TUESDAY, OCTOBER 21

8:30 A.M. - 9:45 A.M. SECOND GENERAL SESSION

Organization of the Seminar

Dr. James W. Hensel
Professor and Chairman
Department of Vocational, Technical and Adult Education
University of Florida
Gainesville, Florida

Principal Speaker

Dr. Virgil Lagomarcino
Dean of Education
Iowa State University
Ames, Iowa

9:45 A.M. - 10:15 A.M. COFFEE BREAK

SUB-SEMINAR: MICRO-TEACHING AND VIDEO RECORDING

TUESDAY, OCTOBER 21

10:15 A.M. - 11:45 A.M. SYMPOSIUM ONE

Introduction

Dr. Calvin J. Cotrell
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Symposium Speakers

Phase 1-4--Charles R. Doty
Phase 5--James L. Hoerner
Phase 6--Fred W. Harrington
Phase 7--Charles R. Doty

11:45 P.M. - 1:15 P.M. LUNCH

1:15 P.M. - 2:45 P.M. SYMPOSIUM ONE (continued)

Symposium Speakers

Phase 8--Patricia M. Smith
Phase 9--Shirley A. Chase
Phase 10--Walter A. Cameron

2:45 P.M. - 3:15 P.M. BREAK

3:15 P.M. - 4:30 P.M. INTEREST GROUP SESSIONS

Discussion Leaders

Phase 5--James L. Hoerner and Donald L. Karr
Phase 6--Fred W. Harrington and Harold M. Nestor
Phase 7--Charles R. Doty, Donn Billings, and Gordon McMahon
Phase 8--Patricia M. Smith and Julia I. Dalrymple
Phase 9--Shirley A. Chase and Anna M. Gorman
Phase 10--Walter A. Cameron and Ronald E. Glenn

7:00 P.M. - 10:00 P.M. SPECIAL PROGRAMS

WEDNESDAY, OCTOBER 22

8:30 A.M. - 9:45 A.M. SYMPOSIUM TWO

Phase 8--Julia I. Dalrymple
Phase 5--Donald L. Karr
Phase 7--Gordon G. McMahon

9:45 A.M. - 10:15 A.M. BREAK

10:15 A.M. - 11:45 A.M. INTEREST GROUP SESSIONS

11:45 A.M. - 1:00 P.M. LUNCH

1:00 P.M. - 2:30 P.M. SYMPOSIUM TWO (continued)

Phase 9--Anna M. Gorman
Phase 7--Donn Billings
Phase 6--Harold M. Nestor
Phase 10--Ronald E. Glenn

2:30 P.M. - 3:00 P.M. BREAK

3:00 P.M. - 4:30 P.M. INTEREST GROUP SESSIONS

THURSDAY, OCTOBER 23

8:30 A.M. - 9:45 A.M. CONFERENCE HIGHLIGHTS

SUB-SEMINAR: TEACHING DISADVANTAGED YOUTH

TUESDAY, OCTOBER 21

10:15 A.M. - 11:00 A.M.

Introduction

Dr. Edward T. Ferguson, Jr.
The Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Principal Speaker

Dr. Kenneth B. Clark
Professor of Psychology
City College of the City University of New York
President, Metropolitan Applied Research Center
New York, New York

11:15 A.M. - 12:15 P.M. COMMITTEE DISCUSSIONS

Discussion Leaders

Committee No. 1--Arthur Pace
Committee No. 2--Donald Jaeschke
Committee No. 3--Judith E. Henderson
Committee No. 4--Sopholia Parker
Committee No. 5--George Love
Committee No. 6--Thomas Nolan

12:15 P.M. - 1:30 P.M. LUNCH

1:30 P.M. - 2:30 P.M.

Speaker

Don K. Harrison, Director
Northern Systems Company
Detroit, Michigan

2:30 P.M. - 2:45 P.M. BREAK

2:45 P.M. - 4:30 P.M. COMMITTEE DISCUSSIONS

7:00 P.M. - 10:00 P.M. SPECIAL PROGRAMS

WEDNESDAY, OCTOBER 22

8:30 A.M. - 9:15 A.M.

Speaker

Augusta S. Hatton, Coordinator
Distributive Education
Detroit Public Schools
Detroit, Michigan

9:15 A.M. - 10:00 A.M.

Speaker

Benjamin Whitten
Area Superintendent for Vocational Education
Baltimore City Public Schools
Baltimore, Maryland

10:00 A.M. - 10:30 A.M. COFFEE BREAK

10:30 A.M. - 12:30 P.M. COMMITTEE DISCUSSIONS

12:30 P.M. - 1:30 P.M. LUNCH

1:30 P.M. - 2:15 P.M.

Speaker

Sam P. Wiggins, Dean
College of Education
Cleveland State University
Cleveland, Ohio

2:15 P.M. - 2:45 P.M. BREAK

2:45 P.M. - 4:30 P.M. COMMITTEE DISCUSSIONS

THURSDAY, OCTOBER 23

8:30 A.M. - 9:45 A.M. CONFERENCE HIGHLIGHTS

10:15 A.M. - 12:00 A.M. THIRD GENERAL SESSION

Principal Speaker

Dr. William G. Loomis
Bureau of Educational Personnel Development
U. S. Office of Education
Washington, D. C.

APPENDIX B

Special Evening Program

NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR

Deauville Hotel
Miami Beach, Florida

Special Evening Program
Tuesday, October 21, 1969

Program #1 Baccarat Room 7:00-9:00 p.m.

Leader - Mr. Niyazi Karasar

a. Films - "THE EMPTY LOT"*

b. Video Tapes - "THIS IS YOUR CENTER"
Series of video tapes of several projects currently in progress at The Center for Vocational and Technical Education.

Program #2 Napoleon Room #1

Leader - Mr. Harold A. Horton

7:00-8:00 p.m. - Dr. Marvin Hirshfeld; Temple University

"Leadership Development Workshop-Conference
for Teacher Coordinators of Distributive Education"

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*"THE EMPTY LOT" film may be ordered from: National Audio-visual Center, National Archives & Records Service, Washington, D. C., 20409.

ABSTRACT

Title of Pilot Project: Leadership Development Workshop-Conference for Teacher Coordinators of Distributive Education

Conference Director: Dr. Marvin Hirshfeld, Chairman, Distributive Education Department, Temple University, Philadelphia, Pennsylvania

Assistant Director: Prof. Morton Shenker, Chairman, Distributive Education Department, Trenton State College, Trenton, New Jersey

Beginning and Ending Dates: June 22 - June 27, 1969

Purpose: The purpose of this conference was to provide the necessary instruction and experiences needed by selected participants to serve the developmental needs of local leadership in serving the disadvantaged through distributive education.

Procedure: Distributive education personnel from Pennsylvania and New Jersey were involved in this conference. Those selected had demonstrated leadership potential.

The conference was conducted in four phases:

- (A) Readings in research and current publications by participants before conference began.
- (B) Presentation of facts, concepts, techniques and philosophy pertinent to leadership development in an expanded program of distributive education in dealing with youth with special needs.
- (C) The application of learnings in the first two phases involving the solution of operational and administrative problems (interviews, field studies, sensitivity training, etc.)
- (D) The follow-up of the participants, involving their reactions to the conference and an observation of their behavior and professional advancement. Daily evaluation took place.

Content:

1. The characteristics of the disadvantaged.
2. An overview of developments and innovations in education for the disadvantaged in order to develop a plan of action for Distributive Education.

    - a. The scope included in-school, out-of-school youth and adults.
    - b. Instruction and application of sensitivity training and group techniques with the disadvantaged.

3. Participants designed, implemented, and evaluated instructional programs.
4. Created an awareness of the contributions made by various disciplines to occupational education for distribution in dealing with the disadvantaged.
    - a. Contributions by various vocational services.
    - b. Contributions by other disciplines.
5. Created an awareness at the utility level of the significance and importance of research.

Outcome: A long-range program of follow-up is being conducted to determine observed or demonstrated change of behavior by the participants. As the principal objective of the conference was leadership development, the institute staff is concerned with what happens to each participant. Does he stay in the program? What promotions does he receive? To what extent is he involved in professional activities? It is intended that tangible results in the development of leadership abilities will be forth coming.

APPENDIX C

Seminar Staff

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APPENDIX D

List of Participants in Teaching Disadvantaged Youth Sub-Seminar

NATIONAL VOCATIONAL-TECHNICAL TEACHER EDUCATION SEMINAR

List of Participants

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